

Chapter 2 Resources

Note: The following materials may be used when teaching Chapter 2.
Section level support materials are shown at point of use in the margins of the Teacher Wraparound Edition.

TEACHING TRANSPARENCIES

-  Graphic Organizer Transparencies with Teaching Strategy and Student Activity **L2**
-  Cause-and-Effect Transparencies with Teaching Strategy and Student Activity **L2**
-  Then and Now Transparencies with Teaching Strategy and Student Activity **L2**
-  In-text Map Transparency with Teaching Strategy and Student Activity **L1**
-  Map Transparencies with Overlay, Teaching Strategy, and Student Activity **L2**

DIFFERENTIATED INSTRUCTION

-  Differentiated Instruction Activity 2
-  Time Line Activity 2
-  Primary Source Reading 2 (with Document-Based Questions)
-  Inclusion Strategies for the Middle School Social Studies Classroom
-  StudentWorks Plus™ CD-ROM (with Audio Program)

READING SUPPORT

-  Take-Home Review Activity 2 **L2**
-  World Literature Reading 2 **L2**
-  Workbook Activity 2 **L1**
-  Reading Strategies for the Social Studies Classroom **L1/ EL**

ASSESSMENT

-  Authentic Assessment Activity 2 **L1/ EL**
-  Chapter 2 Test Form A **L2**
-  Chapter 2 Test Form B **L2**
-  ExamView® Pro Testmaker CD-ROM

INTERDISCIPLINARY CONNECTIONS

-  Geography and History Activity 2 **L2**
-  People to Meet Activity 2 **L2**
-  Economics Activity 2 **L2**
-  Citizenship and Service Learning Activity 2 **L2**

SPANISH RESOURCES

-  Spanish Reading Essentials and Study Guide
-  Spanish Guided Reading Activities
-  Spanish Quizzes, Tests, and Authentic Assessment (with Rubrics)
-  Spanish Take-Home Review Activities

MULTIMEDIA

-  ExamView® Pro Testmaker CD-ROM
-  Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 1
-  Interactive Tutor Self-Assessment CD-ROM
-  MindJogger Videoquiz
-  Presentation Plus! CD-ROM
-  StudentWorks Plus™ CD-ROM (with Audio Program)
-  TeacherWorks CD-ROM
-  Vocabulary PuzzleMaker CD-ROM
-  *World History: Journey Across Time* Video Program
-  World History Primary Source Document Library CD-ROM

STANDARDIZED ASSESSMENT SKILLS

-  Standardized Test Skills Practice Workbook Activity 2 **L2**
-  Critical Thinking Skills Activity 2 **L2**

Teaching strategies have been coded with suggested ability levels. However, most are suitable for all levels.

L1 BASIC activities for all students

L2 AVERAGE activities for average to above-average students

L3 CHALLENGING activities for above-average students

EL ENGLISH LANGUAGE activities

Chapter 2 Resources



TIME MANAGEMENT

Chapter Introduction	Section 1	Section 2	Section 3	Section 4	Chapter Wrap-Up
1 Day	2 Days	1 Day	2 Days	1 Day	1 Day

Block Scheduling Activities that are suited to use within the block scheduling framework are identified by:



OUT OF TIME?

Assign the Chapter 2 *Reading Essentials and Study Guide*. *

SECTION RESOURCES

DAILY OBJECTIVES	REPRODUCIBLE RESOURCES	MULTIMEDIA RESOURCES
Section 1 The Nile Valley 1. Egyptian civilization arose in the fertile Nile River valley, where natural barriers discouraged invasion. 2. Around 3100 B.C., Lower and Upper Egypt united into one kingdom organized into social classes.	Reproducible Lesson Plan 2-1 Vocabulary Activity 2-1 Guided Reading Activity 2-1* Section Quiz 2-1* Reading Essentials and Study Guide 2-1*	Daily Focus Skills Transparency 2-1 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM
Section 2 Egypt's Old Kingdom 1. All-powerful pharaohs ruled the Old Kingdom. 2. Egyptians believed in many gods and goddesses and built pyramids for their pharaohs.	Reproducible Lesson Plan 2-2 Vocabulary Activity 2-2 Guided Reading Activity 2-2* Section Quiz 2-2* Reading Essentials and Study Guide 2-2*	Daily Focus Skills Transparency 2-2 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM
Section 3 The Egyptian Empire 1. Egypt enjoyed a golden age of culture and peace during the Middle Kingdom. 2. In the New Kingdom, Egypt reached its height of power, with pharaohs building a huge empire and great monuments.	Reproducible Lesson Plan 2-3 Vocabulary Activity 2-3 Guided Reading Activity 2-3* Section Quiz 2-3* Reading Essentials and Study Guide 2-3*	Daily Focus Skills Transparency 2-3 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Glencoe BookLink CD-ROM
Section 4 The Civilization of Kush 1. The Nubians settled to the south of Egypt and built a civilization based on farming and trade. 2. Kush emerged as a leading power after it learned iron-making skills.	Reproducible Lesson Plan 2-4 Vocabulary Activity 2-4 Guided Reading Activity 2-4* Section Quiz 2-4* Reading Essentials and Study Guide 2-4*	Daily Focus Skills Transparency 2-4 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Vocabulary PuzzleMaker CD-ROM

*Also available in Spanish

Chapter 2 Resources

History nline

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit jat.glencoe.com, the Web site companion to *World History: Journey Across Time*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- Chapter Overviews
- Self-Check Quizzes
- Homework Helper
- Student Web Activities
- Textbook Updates

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor puzzles are also available.



Biography



THE HISTORY CHANNEL

The following videotape programs are available from Glencoe as supplements to Chapter 2:

Mummies and the Wonders of Ancient Egypt (4-video set)
(ISBN 1-56501-773-0)

Secret Life of King Ramses II
(ISBN 0-7670-0111-7)

Tomb of the Gods: The Great Pyramid
(ISBN 0-7670-0081-1)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aande.com

The History Channel: www.historychannel.com

MEETING SPECIAL NEEDS

In addition to the Differentiated Instruction strategies, the following resources are suitable for students with special needs:

- **ExamView® Pro Testmaker CD-ROM** allows teachers to tailor tests by reducing answer choices.
- **StudentWorks Plus™ CD-ROM (with Audio Program)** includes the entire narrative of the student edition so that less-proficient readers can listen to the words as they read them.
- The **Reading Essentials and Study Guide** provides the same content as the student edition but is written two grade levels below the textbook.



NATIONAL
GEOGRAPHIC

TEACHER'S
CORNER

Index to National Geographic Magazine:

The following articles relate to this chapter:

- "Egypt's Forgotten Treasures," by Zahi Hawass, January 2003.
- "Mystery of the Sun God's Servant," by Alain Zivie, November 2003.
- "Death on the Nile," by A.R. Williams, October 2002.

National Geographic Society Products:

To order the following, call National Geographic at 1-800-368-2728

- *National Geographic Desk Reference* (Book)
- *National Geographic Atlas of the World* (Book)

NGS ONLINE

Access National Geographic's new dynamic MapMachine Web site and other geography resources at:

www.nationalgeographic.com

www.nationalgeographic.com/maps



Meeting NCSS Standards

World History: Journey Across Time

The following standards are highlighted in Chapter 2:

Section 1 **III People, Places, and Environments: B, D, E, H, I, J**

VI Power, Authority, and Governance: B, D, E

Section 2 **I Culture: A, G**

VIII Science, Technology, and Society: A, B, E

X Civic Ideals and Practices: E

Section 3 **V Individuals, Groups, and Institutions: B, F**

VII Production, Distribution, and Consumption: C

Section 4 **II Time, Continuity, and Change: C, E**

IV Individual Development and Identity: A

State and Local Objectives

Chapter 2 Resources

Timesaving Tools



- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative and relevant.



Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

FOLDABLES™ Study Organizer

Dinah Zike's
Foldables

Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review key vocabulary terms, and identify main ideas. Every chapter contains a foldable activity, with additional chapter activities found in the *Reading and Study Skills Foldables* booklet. You can use the foldables as they are presented, or modify them to suit the needs of your individual class.



Planning Ahead

CHAPTER CULMINATING ACTIVITY

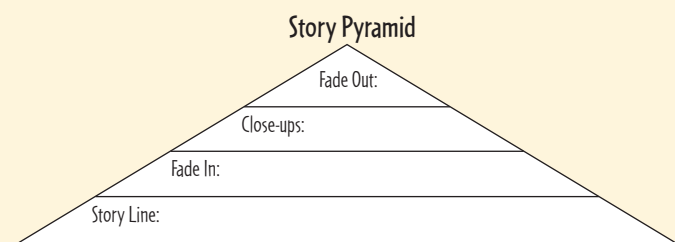
The Chapter Culminating Activity will help students organize and learn the important information from the chapter. Begin the chapter with this activity, and have students complete it as a culminating activity.

BUILDING STORY PYRAMIDS

Purpose A story pyramid helps students think visually about a topic, much like a scriptwriter does. It leads them to take a creative and selective look at the sequence of events as they read through a chapter.

Introduction to Modeling

1. Begin by determining students' prior knowledge of pyramids—their shape, what they are made of, where they are found, and so on. Then introduce students to one of the pyramids in this chapter by referring them to photos in the chapter.
2. Tell students they are going to get a chance to build some pyramids too. But they will build their pyramids with words instead of stone. Draw a copy of the following pyramid on the board, and have students copy it onto poster-sized paper.



3. Explain to students that they will be creating a story pyramid about ancient Egypt. Advise students that they will need to think visually because this plan could be used to script a movie.
4. Have students begin building the pyramid's base by deciding the theme that will hold the script together.
5. Have students decide where they want the story to begin. As students work their way through the chapter, they should think of the key events they want to highlight. These will vary but should be based on main ideas.
6. Ask students to consider how they want the story to end. If this were a movie, what closing scene would they choose as the movie ends?
7. When completed, the story pyramid can be turned into storyboards or an actual movie script.

INTRODUCING CHAPTER 2



Refer to Activity 2 in the Authentic Assessment section of the *Quizzes, Tests, and Authentic Assessment (with Rubrics)* booklet.

Chapter 2

Ancient Egypt

34-35 Brian Lawrence/Image State

When & Where?

Refer students to the time line. Tell them that the story of Egypt is very old and very long. Ask students how the time line proves this. (*Narmer united Egypt more than 5,000 years ago. Events show Egyptian power extending from 3100 B.C. to 728 B.C., a period of more than 2,370 years.*) **L1**

**GLENCOE
TECHNOLOGY**

World History: Journey Across Time Video Program

To learn more about ancient Egypt, students can view the Chapter 2 video in the *World History: Journey Across Time* Video Program.

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to preview Chapter 2 content.



Available in DVD and VHS



Reading Strategy

PURPOSE FOR READING

Prereading Organizer This activity gets students to consider what they know about the subject of this chapter. Draw a two-column chart on the board and label it "Ancient Egypt." Label the left column "What I Already Know" and the right column "How I Know This." Tell students to copy the chart in their notebooks and fill it out. Then have them read the **Chapter Preview** on page 35. **Ask:** *What questions does this information raise?* (Answers will vary, such as "What was the Middle Kingdom?") Have students save these questions and look for the answers as they read the chapter. **L1**

Chapter Preview

While the people of Mesopotamia fought wars, people along Africa's Nile River formed rich and powerful civilizations. Read this chapter to learn how the people of Egypt and Kush built large monuments that still stand today.



View the Chapter 2 video in the *World History: Journey Across Time* Video Program.

Section 1

The Nile Valley

The fertile land along the great Nile River supported the Egyptian civilization.

Section 2

Egypt's Old Kingdom

During the Old Kingdom period, Egyptians built cities, great pyramids, and a strong kingdom.

Section 3

The Egyptian Empire

Many changes occurred during Egypt's Middle and New Kingdoms. It expanded into a great empire as art, literature, and architecture blossomed.

Section 4

The Civilization of Kush

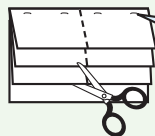
South of Egypt a new civilization arose called Kush. Kushites adopted Egyptian ways and eventually conquered Egypt itself.

FOLDABLESTM Study Organizer

Step 1 Stack two sheets of paper so that the front sheet is one inch higher than the back sheet.



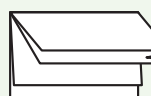
Step 3 Crease the paper to hold the tabs in place, then staple them together. Cut the top three thicknesses to create a layered book.



Staple together along the fold.

Organizing Information Make this foldable to help you organize the key events and ideas from ancient Egypt and Kush.

Step 2 Fold down the top edges of the paper to form four tabs. Align the edges so that all of the layers or tabs are the same distance apart.



This makes all the tabs the same size.

Step 4 Label the booklet as shown and take notes on the inside.

Egypt	Kush
where?	where?
when?	when?
what?	what?

Reading and Writing

As you read the chapter, take notes under the appropriate tabs. Write main ideas and key terms under the "what" tab.

INTRODUCING CHAPTER 2

History online

Introduce students to chapter content and key terms by having them access **Chapter Overview 2** at jat.glencoe.com

CHAPTER PREVIEW

After reading Chapter 2, students will be able to

1. describe how the Nile River influenced Egyptian civilization and the reasons a united government arose along its banks;
2. discuss government and religion during the Old Kingdom;
3. analyze the accomplishments of the Middle and New Kingdoms;
4. describe the Nubian kingdom south of Egypt.

FOLDABLESTM Study Organizer

Dinah Zike's
Foldables

Purpose This foldable helps students create a booklet detailing the main ideas and key terms from each section. As students read the chapter, they should list information under the appropriate tabs.

Have students complete *Reading and Study Skills Foldables* Activity 2.

MORE ABOUT THE PHOTO

The Pyramids of Egypt The sphinx and the pyramids of Egypt are some of the most magnificent structures of the ancient world. The Great Pyramid at Giza was designated one of the Seven Wonders of the World. Both symbolize the magnificence of ancient Egypt. There are actually three large pyramids behind the sphinx. Pictured here is the pyramid of King Khafre. Although smaller than the Great Pyramid of his father, Khufu (also known as Cheops), it was set on higher ground so as to appear taller. The pyramids were originally encased with stone, giving them a smooth outer shell. The third pyramid was built by Menkaure, thought to be the grandson of Khafre, and is significantly smaller than the other two.

Reading Social Studies

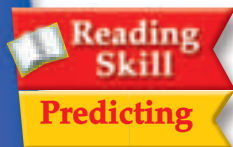
1 Learn It!

Making predictions about what will come in the text sets a purpose for reading and allows students to become actively engaged in the reading.

Students can make predictions based on section headings, subheadings, or illustrations. Show students how to make predictions by modeling this strategy:

For example, in Section 3, under the subheading “Expanding the Empire” a student could make the prediction that the term *expanding* suggests that under the New Kingdom, Egypt became more powerful. A student could also predict that Egypt attacked and conquered neighboring regions and brought them under Egyptian control. Ask: **What else could the word *expanding* mean?**

Have students develop an understanding of this concept by reading the **Get Ready to Read!** feature for Section 2. Have them make a list of predictions they think will be answered in the text. **L1**



1 Learn It!

What Do You Predict?

A *prediction* is a guess based on what you already know. Making predictions before you read can help you understand and remember what you read.

How do you make predictions? Read the Main Ideas below. They were taken from the opening page of Section 2 on page 47. Use these main ideas to make predictions about what you will read in this chapter.

Main Ideas

- Egypt was ruled by **all-powerful** pharaohs.
- The Egyptians believed in many gods and goddesses and in **life after death** for the pharaohs.
- The Egyptians of the Old Kingdom **built huge stone** pyramids as tombs for their pharaohs.

—from page 47

What does “life after death” mean?

Predict what the term “all-powerful” means.

Can you predict what tools the Egyptians used to build the pyramids?

Reading Tip

As you read, check your predictions to see if they were correct.



Reading Strategy

PREDICTING AND CONFIRMING

Predicting Pose a general question to the students based on the text, such as “What was life like in Egypt?” Allow students to brainstorm and record their answers on the board. Then provide students with words or concepts from the text that will help them guess what life was like. Revise the statements based on these concepts. Students should check the accuracy of their predictions as they read. When students discover discrepancies, they should come to the board and update the statements.

2 Practice It! Making Predictions

Read the Main Ideas below from Section 1 of this chapter.

Main Ideas

- The Egyptian civilization began in the fertile Nile River valley, where natural barriers discouraged invasions.
- The Egyptians depended on the Nile's floods to grow their crops.
- Around 3100 B.C., Egypt's two major kingdoms, Upper Egypt and Lower Egypt, were combined into one.
- Egyptian society was divided into social groups based on wealth and power.

—from page 38

Make at least one prediction about each of the main ideas. Write down each prediction. Then, as you read this section, decide if your predictions were correct.

Read to Write

Select one blue subhead in this chapter. Without reading the text under that subhead, write a paragraph that you think might appear there. Check the facts in your paragraph to see if they are correct.



3 Apply It!

Before you read the chapter, skim the questions on pages 74–75 in the Chapter Assessment and Activities. Choose three questions and predict what the answers will be.

2 Practice It!

Confirming Encourage the writing of creative or nonsensical predictions to keep interest high. After students make their predictions, have them read carefully to confirm or correct their predictions.

Practicing Predicting Assign the sections of the chapter to different groups of students. Have each group create a prediction guide for its assigned section. Use the statements created in **Practice It!** as a guide. Pass out the prediction guides to students as an aid for the sections they have not read.

3 Apply It!

As students read, have them take notes on information related to their predictions. When they have finished a section, have them use their predictions and notes to write summaries of what they have read. **L2**

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Reading Strategy

READ TO WRITE

Using Predictions to Interpret After students have made their predictions for a particular subhead, have them write specific details about life in Egypt that they can use in creating a mock journal entry. They should try to understand what it would have been like for a young man or woman to live during that time. To aid their work, students should give themselves a name, a family, and an occupation. Have them make predictions based on the **Get Ready to Read!** portion of each section and update their work as they go. Once students have finished the chapter, they should be able to use their corrected predictions to write their journal entries.

1 FOCUS

SECTION OVERVIEW

This section traces the emergence of the Egyptian civilization along the banks of the Nile River and the steps taken to create one united kingdom.



Project Daily Focus
Skills Transparency 2–1
and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary:

Introduce the term *dynasty* by asking “What kind of government runs in the family?” If nobody says “dynasty,” write the term on the board and explain that in a dynasty, leadership passes from one generation to the next, usually from father to son. This was how government worked in ancient Egypt.

Answers to Graphic: basins trap floodwaters; canals carry water to fields; dikes strengthen basins; shadoofs used to place water in basins

Section

1

The Nile Valley

Get Ready to Read!

What's the Connection?

In Chapter 1, you learned about the early civilization in Mesopotamia. At about the same time, another civilization was forming near the Nile River. We call this civilization ancient Egypt.

Focusing on the Main Ideas

- The Egyptian civilization began in the fertile Nile River valley, where natural barriers discouraged invasions. (page 39)
- The Egyptians depended on the Nile's floods to grow their crops. (page 41)
- Around 3100 B.C., Egypt's two major kingdoms, Upper Egypt and Lower Egypt, were combined into one. (page 43)
- Egyptian society was divided into social groups based on wealth and power. (page 45)

Locating Places

Egypt (EE•jihpt)
Nile River (NYL)
Sahara (suh•HAR•uh)

Meeting People

Narmer (NAR•muhr)

Building Your Vocabulary

cataract (KA•tuh•RAKT)
delta (DEHL•tuh)
papyrus (puh•PY•ruhs)
hieroglyphics (HY•ruh•GLIH•fiks)
dynasty (DY•nuh•stee)

Reading Strategy

Organizing Information Create a diagram to describe Egyptians' irrigation systems.



When & Where?



5000 B.C.	4000 B.C.	3000 B.C.
c. 5000 B.C. Agriculture begins along Nile River	c. 4000 B.C. Egypt is made up of two kingdoms	c. 3100 B.C. Narmer unites Egypt



SECTION RESOURCES



Reproducible Masters

- Reproducible Lesson Plan 2–1
- Daily Lecture and Discussion Notes 2–1
- Vocabulary Activity 2–1
- Active Reading Note-Taking Guide 2–1
- Guided Reading Activity 2–1
- Section Quiz 2–1
- Reading Essentials and Study Guide 2–1



Transparencies

- Daily Focus Skills Transparency 2–1

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM

2 TEACH

Science/Ecology Humans have upset the natural balance of the Nile by killing crocodiles for sport and for skins. Nile crocodiles—the largest present-day reptiles—kept the catfish population in check. Now these whiskered fish threaten the food supply of other fish. Some governments have passed laws to protect and restore the crocodile population. Have students write a letter supporting or refuting the need for such ecological laws. **L1**

Daily Lecture and Discussion Notes 2–1

Use **Daily Lecture and Discussion Notes 2–1** for an outline of key concepts found in the section.

Using Geography Skills

Answers:

1. the Eastern Desert and Western Desert
2. approximately 180 miles

Settling the Nile

Main Idea The Egyptian civilization began in the fertile Nile River valley, where natural barriers discouraged invasions.

Reading Focus Did you know that the Nile River is longer than the Amazon, the Mississippi, and every other river in the world? Read on to find out when ancient peoples first moved to its fertile banks.

Between 6000 B.C. and 5000 B.C., hunters and food gatherers moved into the green Nile River valley from less fertile areas of Africa and southwest Asia. They settled down, farmed the land, and created several dozen villages along the riverbanks. These people became the earliest Egyptians.

A Mighty River Although **Egypt** (EE•jihpt) was warm and sunny, the land received little rainfall. For water, the Egyptians had to rely on the **Nile River** (NYL). They drank from it, bathed in it, and used it for farming, cooking, and cleaning. The river provided fish and supported plants and animals. To the Egyptians, then, the Nile was a precious gift. They praised it in a song: “Hail O Nile, who comes from the earth, who comes to give life to the people of Egypt.”

Even today, the Nile inspires awe. It is the world’s longest river, flowing north from the heart of Africa to the Mediterranean Sea. This is a distance of some 4,000 miles (6,437 km). Traveling the length of the Nile would be like going from Atlanta, Georgia, to San Francisco, California, and then back again.

The Nile begins as two separate rivers. One river, the Blue Nile, has its source in the mountains of eastern Africa. The other, the White Nile, starts in marshes in central Africa. The two rivers meet and form the Nile just south of Egypt. There, narrow cliffs and boulders in the Nile

form wild rapids called **cataracts** (KA•tuh•RAKTS). Because of the cataracts, large ships can use the Nile only for its last 650 miles (1,046 km), where it flows through Egypt.

A Sheltered Land In Egypt, the Nile runs through a narrow, green valley. Look at the map below. You can see that the Nile looks like the long stem of a flower. Shortly before the Nile reaches the Mediterranean Sea, it divides into different branches that look like the flower’s blossom. These branches fan out over an area of fertile soil called a **delta** (DEHL•tuh).

NATIONAL GEOGRAPHIC Ancient Egypt c. 3100 B.C.



Using Geography Skills

Egyptian civilization developed in the narrow strip of fertile land along the Nile River.

1. What physical features border the Nile River to the east and west?
2. About how far is it from the first cataract to the second cataract?

Find NGS online map resources @ www.nationalgeographic.com/maps

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Reading Strategy

READING THE TEXT

Understanding Vocabulary Explain to students that some words have more than one meaning. The vocabulary word *cataracts* is an example. It means: (1) “wild rapids” and (2) “clouding of an eye’s lens.” Point out the importance of context clues in distinguishing different meanings for words. Have students create a dictionary of such terms, logging entries as they read. **Ask:** *How is a good read different from a good reed basket?* (*read*—noun meaning something that is read; *reed*—a tall, woody, grassy plant) **L1/EL**

CHAPTER 2

SECTION 1, 38–46

Reading Support L1/EL

Use **Vocabulary Activity 2–1** to help students learn important terms in the section.

More About the Photo

The Nile River delta silt varies in depth from 50 to 75 feet and comprises the richest soil in Africa. Population density on the floodplain south of the delta stands at more than 3,000 people per square mile.

Caption Answer: They kept invaders away from Egypt's territory.



CURRICULUM CONNECTION

Geography

The Nile is the world's longest river. Assign students to research and prepare a chart of the world's 10 longest rivers. Column heads should include: River Name, Location, Length (in miles and kilometers), Countries Crossed.

Reading Check

Answer: Egypt lay in the fertile Nile River valley surrounded by deserts and the Mediterranean and Red Seas.



▲ Today, the Nile River valley makes up only about 3 percent of Egypt's land, yet most Egyptians live and work in the area. **How did the deserts surrounding the Nile Valley help protect Egypt?**

On both sides of the Nile Valley and its delta, deserts unfold as far as the eye can see. To the west is a vast desert that forms part of the **Sahara** (suh•HAR•uh), the largest desert in the world. To the east, stretching to the Red Sea, is the Eastern Desert. In some places, the change from green land to barren sand is so abrupt that a person can stand with one foot in each.

The ancient Egyptians called the deserts “the Red Land” because of their burning heat. Although these vast expanses could not support farming or human life, they did serve a useful purpose: they kept outside armies away from Egypt's territory.

Other geographic features also protected the Egyptians. To the far south, the Nile's dangerous cataracts blocked enemy boats from reaching Egypt. In the north, the delta marshes offered no harbors for invaders approaching from the sea. In this regard, the Egyptians were luckier than the

people of Mesopotamia. In that region, few natural barriers protected the cities. The Mesopotamians constantly had to fight off attackers, but Egypt rarely faced threats. As a result, Egyptian civilization was able to grow and prosper.

Despite their isolation, the Egyptians were not completely closed to the outside world. The Mediterranean Sea bordered Egypt to the north, and the Red Sea lay beyond the desert to the east. These bodies of water gave the Egyptians a way to trade with people outside Egypt.

Within Egypt, people used the Nile for trade and transportation. Winds from the north pushed sailboats south. The flow of the Nile carried them north. Egyptian villages thus had frequent, friendly contact with one another, unlike the hostile relations between the Mesopotamian city-states.

Reading Check Summarize What was Egypt's physical setting like?

DIFFERENTIATED INSTRUCTION

Verbal/Linguistic: Assign students to create acrostic poems about the Nile. Tell them to write the letters N-I-L-E R-I-V-E-R in a vertical line on a sheet of paper and to compose a line of verse starting with each letter. (Sample: *No river is longer than the Nile.*)

English Learners: Ask several students to write adjectives describing the Nile. They might give these words to the verbal/linguistic learners to use in their poems.

Auditory/Musical: Call on several students to research songs about the Nile. Have them review these songs for the class, and read the lyrics aloud or play one on a stereo.

Refer to **Inclusion Strategies for the Middle School Social Studies Classroom** in the TCR.

The River People

Main Idea The Egyptians depended on the Nile's floods to grow their crops.

Reading Focus When you hear about floods, do you picture terrible damage and loss of life? Read on to learn why the Egyptians welcomed, rather than feared, the flooding of the Nile.

In Chapter 1, you learned that the people of Mesopotamia had to tame the floods of the Tigris and Euphrates Rivers in order to farm. They learned to do so, but the unpredictable rivers loomed as a constant threat.

Regular Flooding Like the Mesopotamians, the Egyptians also had to cope with river floods. However, the Nile floods were much more dependable and gentle than those of the Tigris and the Euphrates. As a result, the Egyptians were able to farm and live securely. They did not worry that sudden, heavy overflows would destroy their homes and crops, or that too little flooding would leave their fields parched.

Every spring, heavy rains from central Africa and melting snows from the highlands of east Africa added to the waters of the Nile as it flowed north. From July to October, the Nile spilled over its banks. When the waters went down, they left behind a layer of dark, fertile mud. Because of these deposits, the Egyptians called their land *Kemet* (KEH•meht), "the Black Land."

How Did the Egyptians Use the Nile? The Egyptians took advantage of the Nile's floods to become successful farmers. They planted wheat, barley, and flax seeds in the wet, rich soil. Over time, they grew more than enough food to feed themselves and the animals they raised.

One reason for their success was the wise use of irrigation. Egyptian farmers first dug basins, or bowl-shaped holes, in the earth to trap the floodwaters. The farmers then dug canals to carry water from the basins to fields beyond the river's reach. The Egyptians also built dikes, or earthen banks, to strengthen the basin walls.

In time, Egyptian farmers developed other technology to help them in their work. For example, they used a shadoof (shuh•DOOF), a bucket attached to a long pole, to lift water from the Nile to the basins. Many Egyptian farmers still use this device today.

Primary Source Hymn to the Nile

This passage is part of a hymn written around 2100 B.C. It shows how important the Nile River was to the people of ancient Egypt.

"You create the grain, you bring forth the barley, assuring perpetuity [survival] to the temples. If you cease your toil and your work, then all that exists is in anguish."

—author unknown, "Hymn to the Nile"



▲ A shadoof

DBQ Document-Based Question

How does this hymn show that the ancient Egyptians thought of the Nile as a god?

CONNECTING ACROSS TIME

In 1929 ten African nations signed the River Nile Treaty to share water rights. Under the treaty, Egypt received the major share of water rights. In recent times, East African nations have demanded greater rights at the Nile's source and have threatened to pull out of the treaty. Call on students to research this topic and prepare a round table discussion with at least one person speaking for each of the 10 nations. **L3**

Primary Source

The earliest Egyptians did not know how or why the Nile flooded each year. They attributed it to a god named Hapi, a well-fed man who dressed like a farmer. They probably called the river Hapi at first, but later settled simply on *iterw*, or "the river." The name *Nile* comes from the Greeks. During the annual floods, Egyptians threw offerings into the rising waters and sang hymns such as this one.

Answer:

It credits the river with causing everything to exist and prosper.

CRITICAL THINKING ACTIVITY

Evaluating Extend the **Primary Source** by reading these lines: "Men offer you the first-fruits of corn; all the gods adore you! . . . It is believed that with your hand of gold you make bricks of silver! But we are not nourished by lapis-lazuli [a precious blue stone]; wheat alone gives vigor." Ask: **How does the Nile god rank among other gods?** (They adore him.) **Why is this god so powerful?** (provides wheat for life/strength) Have students research other Egyptian writings about their gods to compare to this view of the Nile. **L3**

HISTORY Mystery

How Did We Decipher the Egyptian Alphabet?

In 1799 soldiers in Napoleon's army found the Rosetta Stone, a large tablet that recorded the coronation of Ptolemy V, king of Egypt, in 196 B.C. Interestingly, *what* was written on the stone was not nearly as significant as *how* it was written. The same passage was repeated in three different scripts: two in Egyptian scripts (hieroglyphic and demotic) and one in Greek. Scholars who knew Greek were able to use this stone to finally decipher the Egyptian alphabet, something that had baffled people for centuries.

Reading Check

Answer: wheat, barley, and flax

Early Egyptians also developed geometry to survey, or measure, land. When floods washed away boundary markers dividing one field from the next, the Egyptians surveyed the fields again to see where one began and the other ended.

Papyrus (puh•PY•ruhs), a reed plant that grew along the shores of the Nile, became a useful resource. At first the Egyptians harvested papyrus to make baskets, sandals, and river rafts. Later, they used papyrus for papermaking. The first step was to cut the stalks of the plant into narrow strips. Then the Egyptians soaked the strips and pounded them flat. Left in the air to dry, the strips became stiff. They could then be joined to form a roll of paper.

What Were Hieroglyphics? The Egyptians used their papyrus rolls as writing paper. Like the people of Mesopotamia, the

Egyptians developed their own system of writing. Called **hieroglyphics** (HY•ruh•GLIH•fihks), it was made up of hundreds of picture symbols. Some symbols stood for objects and ideas. To communicate the idea of a boat, for example, a scribe would draw a boat. Other symbols stood for sounds, just as the letters of our alphabet do.

Scribes painstakingly carved hieroglyphics onto stone walls and monuments. For everyday purposes, scribes invented a simpler script and wrote on papyrus.

In ancient Egypt, few people could read and write. Some Egyptian men, however, went to special schools located at Egyptian temples to study reading and writing and learn to become scribes. Scribes kept records and worked for the rulers, priests, and traders.

Reading Check Identify What crops did the ancient Egyptians grow?

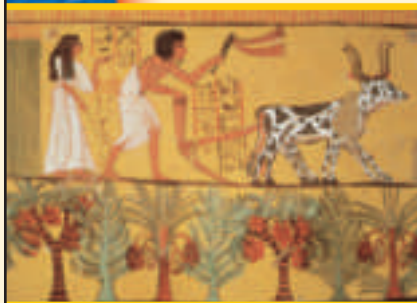


The Way It Was

Focus on Everyday Life

From Farming to Food Harvesting wheat and turning it into bread was vital to the ancient Egyptians. Some people were full-time farmers, but many others were drafted by the government to help during busy seasons.

The process began as men cut the wheat with wooden sickles and women gathered it into bundles. Animals trampled the wheat to separate the kernels from the husks. The grain was then thrown into the air so the wind would carry away the lightweight seed coverings. Finally, the grain was stored in silos for later use.



▲ Tomb painting showing Egyptian man and woman plowing and planting



▲ Tomb painting showing wheat being harvested

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INTERDISCIPLINARY CONNECTIONS ACTIVITY

Economics Have students draw bar graphs showing estimates for the percentage of workers in three labor categories in present-day Egypt: agriculture 29%, industry 22%, and services 49%. Define *services* as "useful labor that does not produce goods." Use lawn mowing as an example. Percentages should be plotted on the vertical axis and categories (bars) on the horizontal axis. Supply graph paper, if necessary. Ask: **How did most ancient Egyptians earn a living?** (by farming) **How many farm today?** (29%) **What do you think is the biggest change that has taken place?** (probably the rise of service jobs) Assign groups to research and report on Egypt's most important agricultural products today. **L2**

(i)Caroline Fenn/CORBIS, (e)hres/Kenneth Garrett

A United Egypt

Main Idea Around 3100 B.C., Egypt's two major kingdoms, Upper Egypt and Lower Egypt, were combined into one.

Reading Focus What types of services does your local government provide? Read on to find out about the government in ancient Egypt.

In Egypt, as in Mesopotamia, skillful farming led to surpluses—extra amounts—of food. This freed some people to work as artisans instead of farmers. They wove cloth, made pottery, carved statues, or shaped copper into weapons and tools.

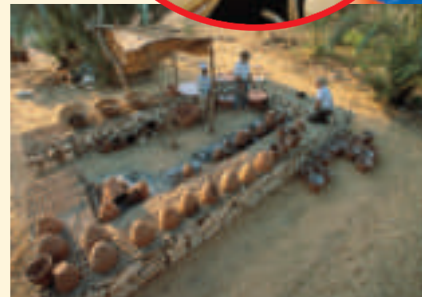
As more goods became available, Egyptians traded with each other. Before long, Egyptian traders were carrying goods beyond Egypt's borders to Mesopotamia. There they may have picked up ideas about writing and government.



◀ Wheat being harvested today

Turning grain into bread was a long process. Women ground the grain into flour, then men pounded it until it became very fine. For the wealthy, seeds, honey, fruit, nuts, and herbs were added to the dough for flavor. Unfortunately, it was almost impossible to keep small stones and sand out of the flour. As a result, many Egyptians developed tooth decay as these particles wore down their tooth enamel.

Baking bread in pots ▶



▲ A replica of an ancient Egyptian bakery

Connecting to the Past

1. How did the government ensure that enough people were available to harvest the wheat?
2. Why do you think seeds, fruit, and other additives were reserved for the wealthy?

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The Rise of Government The advances in farming, crafts, and trade created a need for government in Egypt. Irrigation systems had to be built and maintained, and surplus grain had to be stored and passed out in times of need. In addition, disputes over land ownership had to be settled. Gradually, government emerged to plan and to direct such activities.

The earliest rulers were village chiefs. Over time, a few strong chiefs united groups of villages into small kingdoms. The strongest of these kingdoms eventually overpowered the weaker ones. By 4000 B.C., Egypt was made up of two large kingdoms. In the Nile delta was Lower Egypt. To the south, upriver, lay Upper Egypt.

Egypt's Ruling Families About 3100 B.C., the two kingdoms became one. Credit for this goes to **Narmer** (NAR • muhr), also known

Writing Activity

Experts estimate that by the 2000s B.C., Egyptian farmers may have produced three times more food than they needed. Have students explore the connection between farming surpluses and the rise of strong kingdoms in a two-paragraph essay entitled "Surpluses Fit for a King." **L2**

TIME TRAVELER

Amulets, or sacred charms, held special power for Egyptians. They believed, for example, that the scarab beetle carried the sun to heaven. Some people wore a kind of amulet designed to look like this beetle. The ankh, a cross with a loop at the top, stood for the breath of life. Many Egyptians—from ordinary people to pharaohs—wore them. Priests tucked them into tombs and mummies.

NATIONAL GEOGRAPHIC The Way It Was

Answers:

1. The government drafted people to help during the busy seasons.
2. Those additives might have been expensive or hard to obtain.

EXTENDING THE CONTENT

What Was It Like to Be an Egyptian Farmer? Farmers paid a high price for the security of a strong government. Life was hard, even with a stable ruler in power. As one scribe wrote: "[R]emember the condition of the farmer who is faced with paying his harvest-tax when the snake has carried off half the corn and the hippopotamus has eaten the rest. . . . Then the mice abound, the locusts come, the cattle devour, the sparrows bring disaster, and what remains . . . is taken by thieves. And now the clerk lands on the river bank to collect the tax."

CHAPTER 2

SECTION 1, 38–46

The Importance of Agriculture The agricultural revolution occurred at different times and in different places around the world. In most regions it happened in river valleys, as it did in the Near East. Focus students' attention on this similarity in the locations of Mesopotamia and Egypt. **Ask:** *Why did farming peoples, rather than hunters, start the world's earliest civilizations?* (Farmers were able to accumulate surpluses to support large, permanent settlements and people who worked at nonfarming trades.) **L2**

Understanding Charts

Answers:

1. Egypt: Nile delta, Sahara, Eastern Desert, and cataracts isolated the area.
2. Mesopotamia: city-state led by kings and priests, empires eventually formed; Egypt: villages led by chiefs were united into kingdoms, which were eventually united by pharaohs.

Reading Check

Answer: a line of rulers from one family

Comparing Mesopotamia to Egypt

	Mesopotamia	Egypt
Natural Defenses	Flat mud plains; few natural defenses	Many defenses: Nile delta, Sahara, Eastern Desert, and cataracts
Rivers	Tigris and Euphrates Rivers	Nile River
Floods	Unpredictable, and a constant threat to the people	Dependable and regular; not feared
Economy	Farming and trade	Farming and trade
Government	City-state led by kings and priests; eventually empires formed	Villages led by chiefs, then united into kingdoms; kingdoms later united and ruled by pharaohs
Work of Artisans	Metal products, pottery, cloth	Metal products, pottery, cloth
Advances	• Cuneiform writing • Number system based on 60 • 12-month calendar • Wagon wheel, plow, sailboat	• Hieroglyphic writing • 365-day calendar • Number system based on 10, and fractions • Medicine and first medical books

Understanding Charts

The civilizations of both Mesopotamia and Egypt depended on rivers for fertile lands and irrigation.

1. Which civilization had greater natural defenses? Explain.
2. **Compare** Use the chart to compare the governments of the two civilizations.

as Menes (MEE•neez). As king of Upper Egypt, he led his armies north and took control of Lower Egypt.

Narmer ruled from Memphis, a city he built on the border between the two kingdoms. To symbolize the kingdom's unity, Narmer wore a double crown: the helmet-like white crown represented Upper Egypt, and the open red crown represented Lower Egypt.

Narmer's united kingdom held together long after his death. Members of his family passed the ruling power from father to son to grandson. Such a line of rulers from one family is called a **dynasty** (DY•nuh•stee). When one dynasty died out, another took its place.

Over time, ancient Egypt would be ruled by 31 dynasties, which together lasted about 2,800 years. Historians group Egypt's dynasties into three main time periods called kingdoms. The earliest period, the Old Kingdom, was followed by the Middle Kingdom and then the New Kingdom. Each marked a long period of strong leadership and stability.

Reading Check Define What is a dynasty?

CITIZENSHIP AND YOU

Voting for President See if any of your students can name the presidents of the United States who were related. Relationships include father/son, grandfather/grandson, and cousins. (Father/Son: John Adams, John Quincy Adams; George H.W. Bush, George W. Bush; Grandfather/Grandson: William Henry Harrison, Benjamin Harrison; Cousins: Theodore Roosevelt, Franklin Roosevelt) Recall the definition of dynasty. **Ask:** *Would a candidate's family relationship to a past president affect your vote? Why or why not?* (Possible answers: Yes; that relationship might help that person be a better president. No; the best candidate should be chosen regardless of family connections.) **L2**

Early Egyptian Life

Main Idea Egyptian society was divided into social groups based on wealth and power.

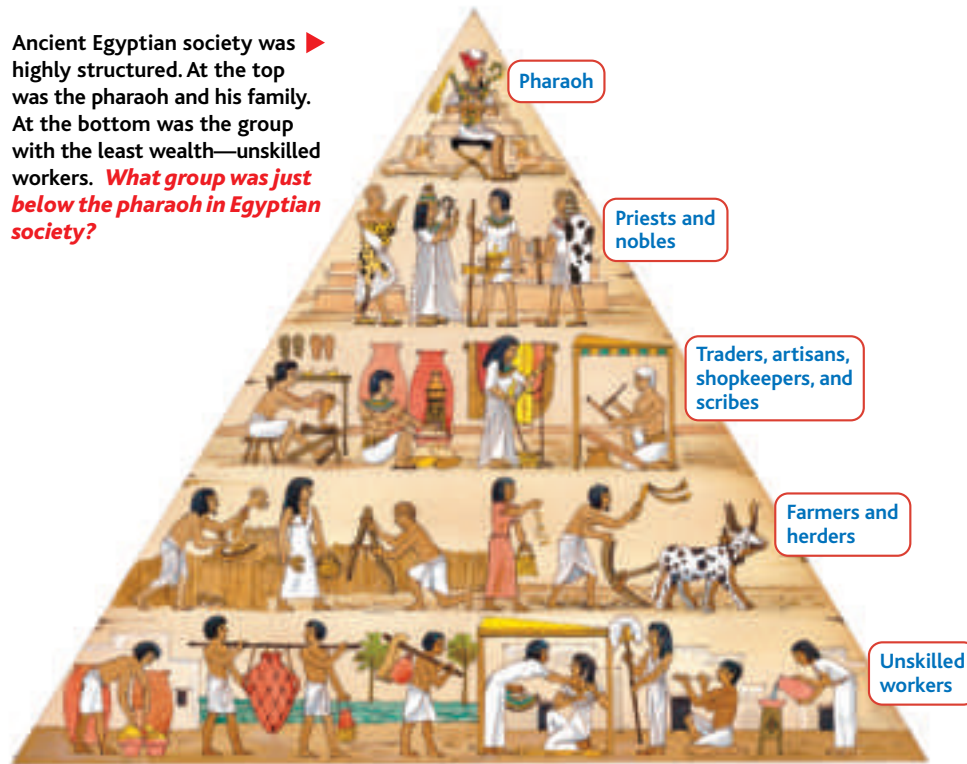
Reading Focus Did you play with dolls or balls when you were young? Egyptian children did too. Keep reading for more details about the Egyptians' daily life.

If you made a diagram of the different social groups in ancient Egypt, you would find that they make a pyramid shape. At the top was the king and his family. Beneath that level was a small upper class of priests, army commanders, and nobles. Next came a larger base of skilled middle-class people, such as traders, artisans, and shopkeepers. At the bottom was the largest group—unskilled workers and farmers.

Egypt's Social Classes Egypt's upper class was made up of nobles, priests, and other wealthy Egyptians who worked as the government officials. They lived in cities and on large estates along the Nile River. They had elegant homes made of wood and mud bricks, with beautiful gardens and pools filled with fish and water lilies. Wealthy families had servants to wait on them and to perform household tasks. The men and women dressed in white linen clothes and wore heavy eye makeup and jewelry.

Egypt's middle class included people who ran businesses or produced goods. They lived in much smaller homes and dressed more simply. Artisans formed an important group within the middle class. They produced linen cloth, jewelry, pottery, and metal goods.

Ancient Egyptian society was highly structured. At the top was the pharaoh and his family. At the bottom was the group with the least wealth—unskilled workers. **What group was just below the pharaoh in Egyptian society?**



CHAPTER 2 Ancient Egypt

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Reading Support L1/EL

Assign **Guided Reading Activity 2–1** to help students organize the information in the section.

3 ASSESS

Assign Section 1 Review as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.

Assessment L2

Assign **Section 1 Quiz** to assess mastery of the material found in the section.

Caption Answer: priests and nobles

Reading Support L1/EL

Assign **Reading Essentials and Study Guide 2–1** to help students review section material.

COOPERATIVE LEARNING ACTIVITY

Interpreting Proverbs Tell students that proverbs, or wise sayings, formed an important part of ancient Egyptian life. Adults often used them to teach children. Organize the class into small groups and assign each group one of these proverbs to interpret. Have students share their proverbs and interpretations with the class.

(1) Put by for a rainy day. (2) For every joy there is a price to be paid. (3) There grows no wheat where there is no grain. (4) You do all good and destroy all evil. (5) Learn politeness from the impolite. **L1/EL**

CHAPTER 2

SECTION 1, 38–46

ENRICH

Tell students that scribes worked as record keepers for officials, nobles, and priests.

Ask: *Where did scribes fit into the social pyramid? (in the third tier, with traders, artisans, and shopkeepers)* **L1**

Reading Check

Answer: farmers

History  **online**

To help students understand section material, have them visit **Homework Helper** at jag.glencoe.com

RETEACH

Organize a round-circle brainstorming session in which each student calls out an important fact learned in the section. Allow for a second round, third round, and so on as necessary. **L1**

4 CLOSE

Ask students to explain what the “gift of the Nile” means. **L2**

Farmers made up the largest group of early Egyptians. Some rented their land from their ruler, paying him with a hefty portion of their crops. Most, however, worked the land of wealthy nobles. They lived in villages along the Nile, in one-room huts with roofs made of palm leaves. They had a simple diet of bread, beer, vegetables, and fruit.

Many of Egypt’s city dwellers were unskilled workers who did physical labor. Some unloaded cargo from boats and carried it to markets. Others made and stacked mud bricks for buildings. Workers lived in crowded city neighborhoods. They had small mud-brick homes with hard-packed dirt floors and a courtyard for the family’s animals. On the flat rooftops, families talked, played games, and slept. Women worked on the rooftops, drying fruit, making bread, and weaving cloth.

Family Life In ancient Egypt, the father headed the family. However, Egyptian women had more rights than females in most other early civilizations. In Egypt, women could own and pass on property. They could buy and sell goods, make wills, and obtain divorces. Upper-class women were in charge of temples and could perform religious ceremonies.

Few Egyptians sent their children to school. Mothers taught their daughters to sew, cook, and run a household. Boys learned farming or skilled trades from their fathers. Egyptian children had time for fun, as well. They played with board games, dolls, spinning tops, and stuffed leather balls.

Reading Check Identify Who made up the largest group in Egyptian society?

Section 1 Review

History online

Homework Helper Need help with the material in this section? Visit jag.glencoe.com

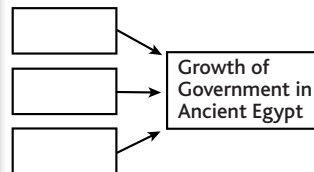
Reading Summary

Review the Main Ideas

- The deserts on either side of the Nile Valley, along with the Nile cataracts and delta marshes, protected Egypt from invaders.
- The Egyptians became successful farmers using the Nile River’s floods and irrigation.
- About 3100 B.C., Narmer united Lower Egypt and Upper Egypt.
- Egypt’s society was divided into upper-class priests and nobles, middle-class artisans and merchants, and lower-class workers and farmers.

What Did You Learn?

1. What is papyrus and how did the Egyptians use it?
2. What rights did women have in ancient Egypt?
3. **Cause and Effect** Draw a diagram to show three things that led to the growth of government in ancient Egypt.
4. **Geography Skills** How did the geography of the Nile River valley lead to the growth of a civilization there?
5. **Describe** Describe the Egyptian writing system.
6. **Analyze** What was the significance of Narmer’s double crown?
7. **Reading Predicting** Use what you have learned in this section to write a paragraph predicting what life might have been like on an ancient Egyptian farm.



SECTION 1 REVIEW ANSWERS

1. It is a reed plant that was used to make baskets, sandals, river rafts, and paper.
2. Women could own and pass on property, buy and sell goods, make wills, obtain divorces, and take part in religious ceremonies.
3. farming; crafts; trade
4. The Nile River valley had natural barriers for protection, enriched soil for farming, and the river and seas for trade.
5. Picture symbols, called hieroglyphics, stood for objects, ideas, and sounds.
6. It symbolized the unity of Upper and Lower Egypt.
7. Answers will vary but should be drawn from text information describing farmers, as well as features.

Egypt's Old Kingdom

Get Ready to Read!

What's the Connection?

In Section 1, you learned that Egyptian dynasties are divided into the Old Kingdom, Middle Kingdom, and New Kingdom. In Section 2, you will learn about the Egyptians' leaders, religion, and way of life in the Old Kingdom.

Focusing on the Main Ideas

- Egypt was ruled by all-powerful pharaohs. (page 48)
- The Egyptians believed in many gods and goddesses and in life after death for the pharaohs. (page 49)
- The Egyptians of the Old Kingdom built huge stone pyramids as tombs for their pharaohs. (page 50)

Locating Places

Giza (GEE • zuh)

Meeting People

King Khufu (KOO • foo)

Building Your Vocabulary

pharaoh (FEHR • oh)

deity (DEE • uh • tee)

embalming (ihm • BAHM • ihng)

mummy (MUH • mee)

pyramid (PIHR • uh • MIHD)

Reading Strategy

Organizing Information Use a graphic organizer like the one below to identify the different beliefs in Egypt's religion.



1 FOCUS

SECTION OVERVIEW

This section discusses government, religion, and ways of life during the Old Kingdom.



- Project Daily Focus Skills Transparency 2-2** and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary: Embalming was the process of taking a human corpse and preparing it for its journey into the afterlife. This process created a mummy.

Answers to Graphic: belief in many gods; magic spells needed to gain life after death; hopeful view of life after death; pharaoh needed body for afterlife; for centuries, believed only the elite had afterlife



When & Where?



SECTION RESOURCES



Reproducible Masters

- Reproducible Lesson Plan 2-2
- Daily Lecture and Discussion Notes 2-2
- Vocabulary Activity 2-2
- Active Reading Note-Taking Guide 2-2
- Guided Reading Activity 2-2
- Section Quiz 2-2
- Reading Essentials and Study Guide 2-2



Transparencies

- Daily Focus Skills Transparency 2-2

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM

2 TEACH

Evaluating Visual Evidence Have students study the pictures of the pyramids in this section then brainstorm ways in which Egyptians could have built them. Compare answers with the text. **L1**

Daily Lecture and Discussion Notes 2-2

Use **Daily Lecture and Discussion Notes 2-2** for an outline of key concepts found in the section.

More About the Photo

According to an ancient Greek myth, a sphinx slew all people who could not answer its riddle: "What walks on four feet in the morning, on two at noon, and three in the evening?" Oedipus answered the riddle: "Man crawls as a baby, walks as an adult, and uses a cane in old age." The sphinx then killed itself.

Caption Answer: "great house"; rulers lived in grand palaces

Reading Check

Answer: Egyptians believed that a strong leader ensured unity and that the pharaoh was the son of the god Re.

Old Kingdom Rulers

Main Idea Egypt was ruled by all-powerful pharaohs.

Reading Focus Would you want your student body president or your sports team captain to have unlimited authority? Think what it would be like to have such a leader as you read about the rulers of ancient Egypt.

Around 2600 B.C., the period known as the Old Kingdom began in Egypt. The Old Kingdom lasted until about 2300 B.C. During those years, Egypt grew and prospered. The Egyptians built cities and expanded trade, and their kings set up a strong government.

The Egyptian kings, or **pharaohs** (FEHR•ohs) as they were called, lived with their families in grand palaces. In fact, the word *pharaoh* originally meant "great house." The pharaoh was an all-powerful ruler who guided Egypt's every activity. His word was law, and it had to be obeyed without question.

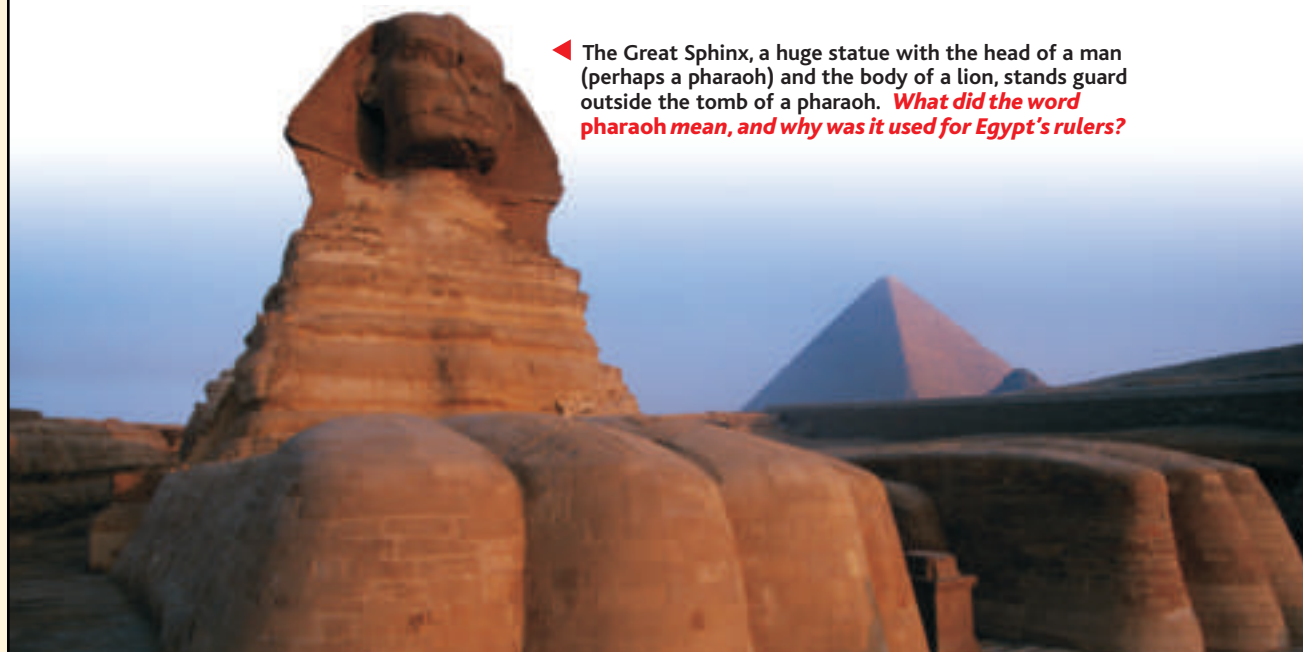
Pharaohs appointed many officials to carry out their wishes. These officials saw to it that irrigation canals and grain storehouses were built and repaired. They made

sure that crops were planted as the pharaoh directed. They also controlled trade and collected tax payments of grain from farmers.

Why did Egyptians willingly serve the pharaoh? One reason was that they believed the unity of the kingdom depended on a strong leader. Another was that they considered the pharaoh to be the son of Re (RAY), the Egyptian sun god. As a result, his subjects paid him the greatest respect. Whenever he appeared in public, people played music on flutes and cymbals. Bystanders along the road had to bow down and "smell the earth," or touch their heads to the ground.

The Egyptians thought their pharaoh was a god on earth who controlled Egypt's welfare. He carried out certain rituals that were thought to benefit the kingdom. For example, he drove a sacred bull around Memphis, the capital city. The Egyptians believed this ceremony would keep the soil rich and ensure good crops. The pharaoh was also the first to cut ripe grain. Egyptians believed this would bring a good harvest.

Reading Check Analyze Why did the pharaohs hold so much power?



◀ The Great Sphinx, a huge statue with the head of a man (perhaps a pharaoh) and the body of a lion, stands guard outside the tomb of a pharaoh. **What did the word pharaoh mean, and why was it used for Egypt's rulers?**

Reading Strategy READING THE TEXT

Monitoring Comprehension Tell students that most readers stop to reexamine something they have read that they do not understand and often look up a word they do not know. Assign students to write down any questions that may come up as they read this section, along with answers found upon a second or further reading. Also, have students look up any unfamiliar words and write them down along with their definitions. Ask students to share their questions with the class. Use questions that cannot be answered by information in the text as a springboard for research assignments.

L1/ EL

Egypt's Religion

Main Idea The Egyptians believed in many gods and goddesses and in life after death for the pharaohs.

Reading Focus Have you seen mummies in horror movies? Maybe you've even wrapped yourself in strips of cloth to be a mummy for a costume party. Keep reading to find out how the ancient Egyptians made mummies, and why.

Religion was deeply woven into Egyptian culture. Like the people of Mesopotamia, the ancient Egyptians worshiped many **deities** (DEE•uh•teez), or gods and goddesses. The Egyptians believed these deities controlled the forces of nature and human activities.

The main Egyptian god was the sun god Re. This was probably because of Egypt's hot, sunny climate and the importance of the sun for good harvests. Another major god was Hapi (HAH•pee), who ruled the Nile River. The most important goddess was Isis (EYE•suhs). She represented the loyal wife and mother, and she ruled over the dead with her husband Osiris (oh•SY•ruhs).

Life After Death Unlike the Mesopotamians, who imagined a gloomy life after death, the Egyptians took a hopeful view. They believed that life in the next world would be even better than life on Earth. Following a long journey, the dead would reach a place of peace and plenty.

One of the most important manuscripts written in ancient Egypt was the *Book of the Dead*. This was a collection of spells and prayers that Egyptians studied to obtain life after death. They believed that the god Osiris would meet newcomers at the entrance to the next world. If they had led good lives and knew the magic spells, Osiris would grant them life after death.



▲ During the embalming process, the pharaoh's body was placed on a special table. The chief embalmer was dressed as Anubis, the god of mummification. **Why did the Egyptians embalm the pharaoh's body?**

For centuries, Egyptians believed that only the pharaohs and an elite few could enjoy the afterlife. They also believed that the pharaoh's spirit needed a body to make the journey to the afterlife. If the pharaoh's body decayed after death, his spirit would be forced to wander forever. It was vital that a pharaoh's spirit reach the next world. There, the pharaoh would continue to care for Egypt.

To protect the pharaoh's body, the Egyptians developed a process called **embalming** (ihm•BAHM•ihng). First, priests removed the body's organs. A special kind of salt was then applied to the body, and it was stored for a number of days to dry. After this, the body was filled with spices and perfumes, then stitched closed. Next, it was cleaned with oils and tightly wrapped with

Reading Support L1/EL

Use **Vocabulary Activity 2-2** to review important terms in the section.

TIME TRAVELER

Mummified animals—especially those associated with gods—got the royal treatment when they died. Embalmers mummified them just like they did humans so that they, too, could continue into the afterlife.

More About the Art

The term *mummy* comes from *mummie*, a word used in medieval times that referred to a medicinal powder made from embalmed corpses.

Caption Answer: to prepare it for the afterlife

CONNECTING ACROSS TIME

Have students write an inscription that they think describes the role of the president of the United States. Explore reasons people in the United States would reject a leader with unlimited power such as the pharaoh had. **L2**

DIFFERENTIATED INSTRUCTION

Visual/Spatial: Remind students about the Seven Wonders of the Ancient World from the activities in Chapter 1. If you skipped those activities, describe to students what the Seven Wonders were: the Hanging Gardens of Babylon, the Temple of Artemis, the Lighthouse of Alexandria, the Mausoleum at Halicarnassus, the Statue of Zeus at Olympia, the Great Pyramid at Giza, and the Colossus of Rhodes. Assign students to find pictures to create their own "Seven Wonders of Ancient Egypt" booklet.

Kinesthetic: Call on students to turn one of these "wonders" into a diorama from the past, including the surrounding landscape and Egyptian figures.

Verbal/Linguistic: Request volunteers to design a brochure explaining the diorama.

Refer to **Inclusion Strategies for the Middle School Social Studies Classroom** in the TCR.

HISTORY Mystery

What Lies Inside an Unexplored Shaft of the Great Pyramid?

Nobody knows exactly what lies inside a blocked shaft of the Great Pyramid. It has three doors barring the way to a queen's 4,000-year-old sarcophagus. In the early 2000s, scientists sent a small robot into the shaft to take a look at the "Queen's Chamber." However, the doors did their work well. Not even the robot could squeeze past.

Reading Check

Answer: Re, Hapi, Isis, Osiris

More About the Art

According to Egyptian legend, Osiris brought to people the knowledge of agriculture and civilization.

Caption Answer: a collection of spells and prayers that Egyptians studied to obtain life after death

Reading Support L1/EL

Assign Guided Reading Activity 2-2 to help students organize the information in the section.

long strips of linen. The wrapped body was known as a **mummy** (MUH•mee). It was put in several wooden coffins, one fitting inside the other. The pharaoh was then ready for burial in a tomb.

Egyptian Medicine In the course of embalming the dead, the Egyptians learned much about the human body. Egyptian doctors used herbs and drugs to treat many different illnesses. They grew skilled at sewing up cuts and setting broken bones.

Some doctors focused on treating particular parts of the body, becoming the first specialists in medicine. Egyptians also wrote the world's first medical books on scrolls of papyrus.

Reading Check Identify Who were some of the Egyptians' main gods and goddesses?

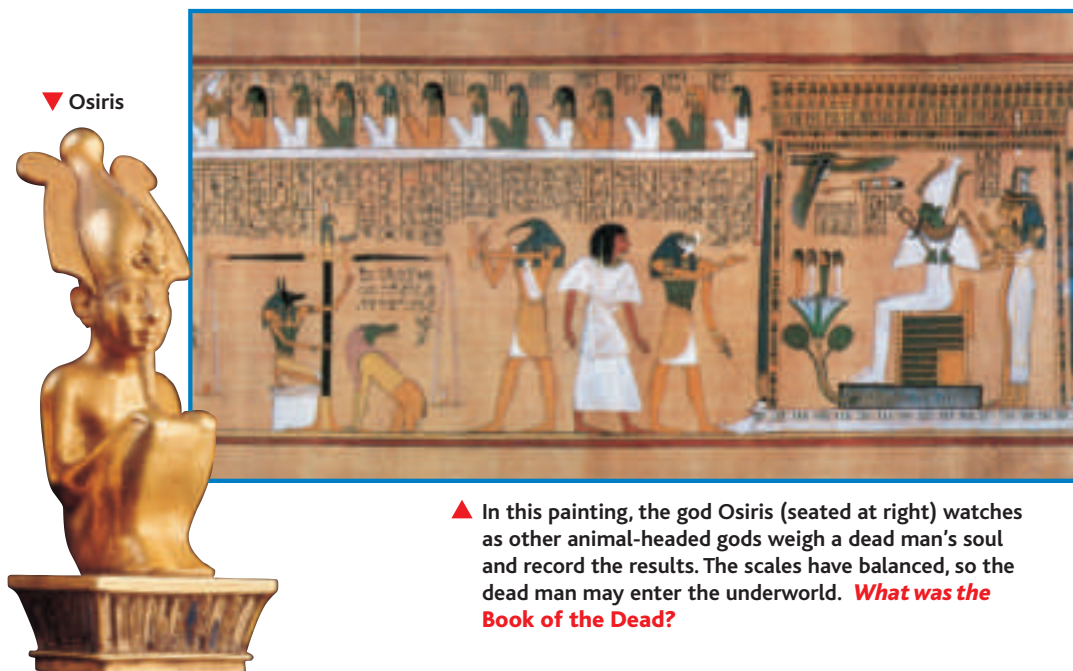
The Pyramids

Main Idea The Egyptians of the Old Kingdom built huge stone pyramids as tombs for their pharaohs.

Reading Focus Do you think the Statue of Liberty or the White House will still be here in 4,000 years? The giant pyramids of Egypt have stood for about that long. Read to find out how and why they were built.

No ordinary tomb would do for a pharaoh of Egypt. Instead, the Egyptians built mountainlike **pyramids** (PIHR•uh•MIHDS) entirely of stone. These gigantic structures, the size of several city blocks, protected the bodies of dead pharaohs from floods, wild animals, and grave robbers. The pyramids also held supplies that the pharaoh might need in the spirit world, including clothing, furniture, jewelry, and food.

Egypt's Religion



▲ In this painting, the god Osiris (seated at right) watches as other animal-headed gods weigh a dead man's soul and record the results. The scales have balanced, so the dead man may enter the underworld. **What was the Book of the Dead?**

50 CHAPTER 2 Ancient Egypt

(t)The British Museum, (b)Musée du Louvre, Paris/Explorer/SuperStock

CRITICAL THINKING ACTIVITY

Making Generalizations Our concept of modern medical science dates back to ancient Egyptian writings on medicines, treatments, and studies of anatomy. Their embalming techniques were so advanced that Russians used them to preserve the body of Vladimir Lenin, the famous Communist leader. Ask students to discuss why embalming or preserving the body is often a part of our rituals during death and funerals. Ask: **Why was embalming so important to the Egyptians?** (Possible answer: It prepared the pharaoh's body for the journey to the afterlife.) L2

How Was a Pyramid Built? It took thousands of people and years of backbreaking labor to build a pyramid. Most of the work was done by farmers during the Nile floods, when they could not tend their fields. In addition, surveyors, engineers, carpenters, and stonecutters lent their skills.

Each pyramid sat on a square base, with the entrance facing north. To determine true north, the Egyptians studied the heavens and developed principles of astronomy. With this knowledge, they invented a 365-day calendar with 12 months grouped into 3 seasons. This calendar became the basis for our modern calendar.

To determine the amount of stone needed for a pyramid, as well as the angles necessary

for the walls, the Egyptians made advances in mathematics. They invented a system of written numbers based on 10. They also created fractions, using them with whole numbers to add, subtract, and divide.

After the pyramid site was chosen, workers went wherever they could find stone—sometimes hundreds of miles away. Skilled artisans used copper tools to cut the stone into huge blocks. Other workers tied the blocks to wooden sleds and pulled them to the Nile over a path “paved” with logs. Next, they loaded the stones onto barges that were floated to the building site. There, workers unloaded the blocks and dragged or pushed them up ramps to be set in place.

Writing Activity

Some Egyptians would like to close the pyramids to save them from tourist damage. Have students write their opinion on this issue in a letter to the editor. For examples of such letters, have students examine letters in their local newspaper. **L2**

3 ASSESS

Assign Section 2 Review as homework or as an in-class activity.

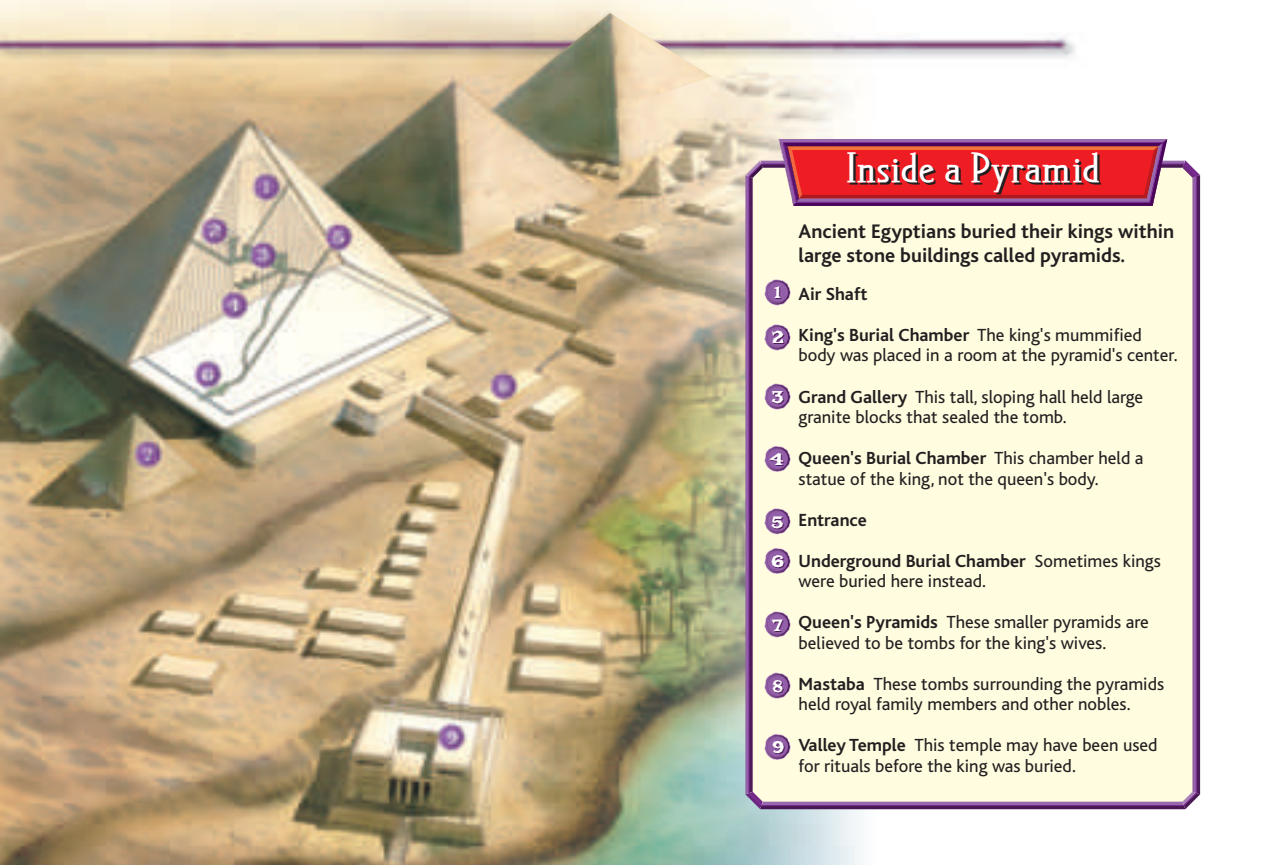
Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.

Assessment L2

Assign **Section 2 Quiz** to assess mastery of the material found in the section.

Reading Support L1/EL

Assign **Reading Essentials and Study Guide 2-2** to help students review section material.



Inside a Pyramid

Ancient Egyptians buried their kings within large stone buildings called pyramids.

- 1 **Air Shaft**
- 2 **King's Burial Chamber** The king's mummified body was placed in a room at the pyramid's center.
- 3 **Grand Gallery** This tall, sloping hall held large granite blocks that sealed the tomb.
- 4 **Queen's Burial Chamber** This chamber held a statue of the king, not the queen's body.
- 5 **Entrance**
- 6 **Underground Burial Chamber** Sometimes kings were buried here instead.
- 7 **Queen's Pyramids** These smaller pyramids are believed to be tombs for the king's wives.
- 8 **Mastaba** These tombs surrounding the pyramids held royal family members and other nobles.
- 9 **Valley Temple** This temple may have been used for rituals before the king was buried.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Science Tell students that scientists have used X rays and CT scans to get an inside look at mummies without damaging the bodies. These technologies have revealed a wealth of information, such as the diseases suffered by ancient Egyptians. Have students research how technology helps to reveal the past. Have them report their findings to the class. Be sure to have students give descriptions of how the various technologies they research function. **L2**

CHAPTER 2

SECTION 2, 47-52

ENRICH

Much of the work on the pyramids took place during the months when the Nile overflowed its banks. Ask students to speculate on the timing of these projects. (*Farmers would have been free to work because they could not farm.*) **L2**

Caption Answer: nearly 500 feet tall

Reading Check

Answer: served as tombs for pharaohs

History online

To help students understand section material, have them visit **Homework Helper** at jat.glencoe.com

RETEACH

Read the subheadings of this section. Have students share what they have learned. **L1**

4 CLOSE

Have students name some of the achievements during the Old Kingdom. **L2**



▲ The pyramid shown above is that of King Khafre, son of Khufu. Although smaller than the Great Pyramid, Khafre's pyramid was built on higher ground so as to appear taller. **About how tall is the Great Pyramid?**

The Great Pyramid About 2540 B.C., the Egyptians built the largest and grandest of the pyramids known as the Great Pyramid. It is located about 10 miles from the modern city of Cairo. This pyramid, built for **King Khufu** (KOO•foo), is one of three still standing in **Giza** on the west bank of the Nile. It rises nearly 500 feet (153 m) above the desert, covers an area about the size of nine football fields, and contains more than 2 million stone blocks. Each block weighs an average of 2.5 tons.

The Great Pyramid was the tallest structure in the world for more than 4,000 years. It is equal to the size of a 48-story building and is the largest of about 80 pyramids found in Egypt. The Great Pyramid is truly a marvel because the Egyptians built it without using beasts of burden, special tools, or even the wheel.

Reading Check Explain What was the purpose of pyramids?

Section 2 Review

Reading Summary

Review the Main Ideas

- The all-powerful rulers of Egypt, called pharaohs, were believed to be related to Egypt's main god.
- The Egyptians believed in many gods and goddesses. They also believed in life after death for the pharaoh, whose body would be mummified before burial.
- The pyramids, built as huge stone tombs for the pharaohs, required many years and thousands of workers to construct.

What Did You Learn?

1. How was stone for a pyramid transported to the building site?
2. What did Egyptians learn from embalming bodies?
4. **Math/Science Link** How did the building of the pyramids lead to advances in science and mathematics?

Critical Thinking

3. **Organize Information** Draw a diagram like the one below. Fill in details about the pharaohs of the Old Kingdom and their duties.



5. **Compare and Contrast** How did the Egyptians' religious beliefs compare to those of the Mesopotamians?
6. **Persuasive Writing** Suppose you are an Egyptian pharaoh who wants a pyramid built to house your tomb. Write a letter to the farmers and workers in your kingdom explaining why it is their duty to build the pyramid for you.

SECTION 2 REVIEW ANSWERS

1. Cut blocks were placed on a sled and dragged over a path of logs to the Nile, then floated on a barge to the building site.
2. use of herbs and drugs to treat illnesses; how to sew up cuts and set broken bones
3. lived in palaces, were all-powerful, were considered gods, carried out religious rituals, appointed officials to handle government matters
4. used astronomy to find true north; 12-month calendar; number system based on 10
5. Both believed in many gods and goddesses. Mesopotamians took a gloomy view of the afterlife; Egyptians took a hopeful view.
6. Answers will vary but should reflect the text.

THE PRINCE WHO KNEW HIS FATE

Translated by Lise Manniche

Before You Read

The Scene: This story takes place in ancient times in Egypt and in an area that is now Iraq.

The Characters: The first characters introduced are the king of Egypt, his son, and the seven Hathor goddesses, who predict the prince's death. When the prince travels, he meets Chief of Naharin and his daughter.

The Plot: For many years, the king of Egypt protects his son from the death that was predicted for him. The prince convinces his father to let him travel. He meets a princess, and together they try to prevent his fate.

Vocabulary Preview

destiny: an already-determined course of events

ferried: carried by boat

enchant: to cast a spell on something

fugitive: a person who runs away or escapes

folly: a foolish action

vessel: a container

exalting: praising



In this story, a prince must avoid three types of animals because it was predicted that one of them would kill him. The people who love him try to prevent him from coming into contact with the animals, but the prince does not want to live in fear.

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SUMMARY

Seven goddesses declare that a crocodile, snake, or dog will someday kill the only son of an Egyptian king. To protect his son, the king keeps him in a protected home. Eventually, the prince persuades his father to free him. Then the prince goes north and weds a chief's daughter. Despite his wife's watchfulness, the prince is stalked by a snake, captured by a crocodile, and finally torn to pieces by his own dog. His wife puts together the pieces, and the prince reappears.

Vocabulary Preview Before students begin reading, have them read **Before You Read** and the **Vocabulary Preview**. Point out that difficult words are footnoted throughout the text.

1 FOCUS

Mixing Unreality and Reality Fairy tales fall into the category of folktales—stories shared by members of a culture or nation. Tell students that fairy tales include unreal elements, such as giants and talking crocodiles. However, the emotions and conflicts of the characters are often those of real people.

Reading Strategy

READING REINFORCEMENT

Previewing the Selection Have students look at the title, introduction, illustrations, and footnoted words throughout the story. **Ask:** *What do you already know about fairy tales?* (Answers may include that fairy tales often have princes, princesses, and villains.) *What can you tell the rest of the class about Egypt, Iraq, or Syria?* (Answers may include that Egypt is in northern Africa and that Iraq and Syria are in western Asia.) Next, tell students to formulate questions about the story based on the title, introduction, illustrations, footnoted words, and what they already know. List the students' questions on the board. Then instruct students to look for answers to the questions as they read the story. **L1**

2 TEACH

A ACTIVE READING STRATEGIES

QUESTION Ask students what information in this passage will probably be important later in the story. (*A dog, snake, or crocodile will kill the prince.*)

B ACTIVE READING STRATEGIES

VISUALIZE Ask students to visualize the setting here. Ask them what it would be like to grow up in these circumstances.

C CRITICAL THINKING

INFERRING Ask students to explain why the king ordered all sorts of weapons for the prince. (*The king hoped the weapons would protect the prince from his destiny.*)

D ACTIVE READING STRATEGIES

COMPREHEND Have students determine which bank of the Nile the prince came from and who ferried him over the river. (*The prince came from the west bank, and servants ferried him over.*)

As You Read

This is one of the world's oldest known fairy tales. It was written in hieroglyphics more than 3,000 years ago. The places in the tale are real, and the prince and princess may have been based on real people, as well. The ancient Egyptians often made important people the main characters in their stories.

There once was a king of Egypt who had no sons at all. So the king asked the gods of his time for a son and they decided that he should have one. . . .

The seven Hathor goddesses¹ came to decide the boy's fate and they declared, "He is destined to be killed by a crocodile or a snake or a dog."

The people who were at the boy's side heard this. They reported it to the king and his heart grew sad.

The king had a house of stone built for the boy at the edge of the desert, supplied with servants and with all sorts of good things from the palace, for the child was not to go outside. There the boy grew up.

One day he climbed up to the roof of the house and saw a dog following a man, who was walking along the road.

"What is that?" he asked his servant.

A

B

¹seven Hathor goddesses: goddesses who visited newborn children to discover their fates



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Reading Strategy

VOCABULARY READING TIP

Context Clues Explain that context clues often give the meaning of unfamiliar words. Two kinds of context clues are definitions and synonyms. A definition is a phrase that describes the new word. Commas, dashes, or parentheses often set off the phrase that gives this type of clue. Synonyms are words with similar meanings. A familiar word is often a clue to the meaning of its unfamiliar synonym. Write the following sentences on the board:

1. In hieroglyphics, picture symbols are used to represent ideas.
2. After all, my destiny has been determined. Allow me to do as I wish until I meet my fate.

Ask: What is the definition of *hieroglyphics*? (picture symbols used to represent ideas) Which word is a synonym for *destiny*? (fate) L1

E LITERARY ELEMENTS

FOLKTALES: Point of View Ask students to explain who is telling the story and what he or she reveals about the characters. (*A nameless narrator informs readers about the characters' actions and conversations.*)

**F ACTIVE READING
STRATEGIES**

VISUALIZE Read the passage to the students, and have them sketch a picture that comes to mind as they listen.

G AUTHOR'S CRAFT

INDIRECT CHARACTERIZATION Ask students how the chiefs' sons describe the prince and how the prince's appearance reinforces a cultural value found in many fairy tales. (*He is handsome; heroes are supposed to be good looking.*)

"It's a dog," the servant replied.

"Let me have a dog like that," the boy said.

The servant reported this to the king and the king said, "His heart is sad. Let him have a bounding little puppy."

So they gave the boy a dog.

In time, the young prince grew restless and he sent a message to his father, saying, "Why should I stay here doing nothing? After all, my destiny has been determined. Allow me to do as I wish until I meet my fate."

The king replied saying "Let a chariot² be prepared for him, equipped with all sorts of weapons, and assign a servant to accompany him."

So they did as the king commanded and gave him all that he needed. Then they ferried him across the Nile to the east bank and said to him, "Now go as you wish."

And the dog was with him.

The prince traveled as he pleased northwards across the desert, living on the best of all desert game.

Thus he came to the realm of the Chief of Naharin,³ who had no children—except one daughter. He had built a house for her with a window seventy cubits⁴ from the ground.

The Chief of Naharin then sent for all the sons of all the chiefs of Kharu,⁵ saying, "He who can jump up to the

window of my daughter shall have her for his wife."

The sons of all the chiefs had been trying to reach the window each day for many days when the prince passed by them.

They took the prince to their house, and they bathed him, they rubbed him with oil, and they bandaged his feet. They gave fodder⁶ to his horses and food to his servant. They did everything for the young man.

And to start a conversation, they said, "Where do you come from, you handsome youth?"

"I am the son of a chariot officer from Egypt. My mother died and my father took another wife. My stepmother grew to hate me and I have fled her."

They welcomed him and kissed him.

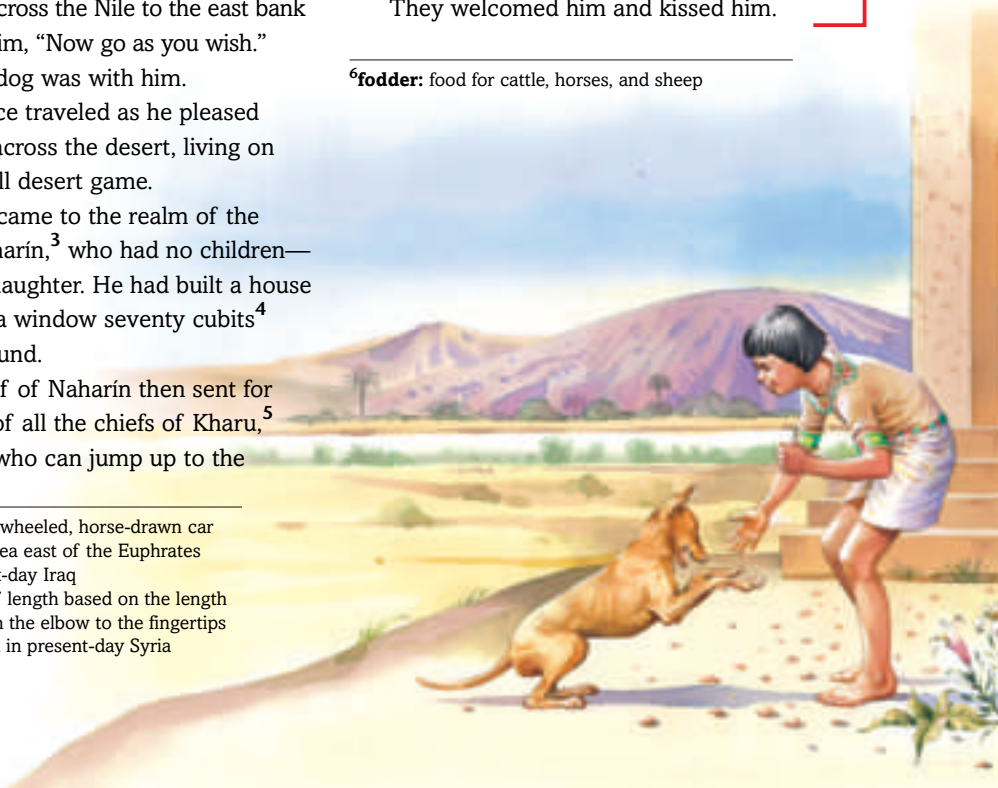
⁶**fodder:** food for cattle, horses, and sheep

²**chariot:** a two-wheeled, horse-drawn car

³**Naharin:** an area east of the Euphrates River in present-day Iraq

⁴**cubits:** units of length based on the length of the arm from the elbow to the fingertips

⁵**Kharu:** an area in present-day Syria



DIFFERENTIATED INSTRUCTION

Verbal/Linguistic: Have students think about how the story might change if it were told from the princess's point of view. **Ask:** *What parts of the story might be left out?* (Answers may include the prince's early life, his arrival in Naharin, and his conversation with the chiefs' sons.) *What might the princess's point of view explain that the original story does not?* (Answers may include how the princess thinks and feels.)

Gifted and Talented: Have interested students rewrite the first two pages from the princess's point of view. Invite them to share the rewritten pages with the class.

H LITERARY ELEMENTS

FANTASY Have students explain what is fantastic about this passage. (*The prince jumped more than 100 feet in the air.*)

I AUTHOR'S CRAFT

INDIRECT CHARACTERIZATION Tell students to find evidence in this passage that suggests that the Chief of Naharin is arrogant. (*Although the chief is willing to have his daughter marry the son of another chief, he is unwilling to have her marry a fugitive from Egypt.*)

J LITERARY ELEMENTS

PLOT: Suspense Ask students why the story might be called a "cliffhanger" if it ended with this passage. (*Readers would not know whether the prince and princess died or lived so, figuratively, the characters would be left hanging from a cliff.*)

GLENCOE BOOKLINK

Use **Glencoe BookLink** to create customized reading lists for your students' reading levels, interests, and abilities.

Several days later the prince asked the youths, "What are you doing here in Naharin?"

"The past three months we have spent each day jumping, for the Chief of Naharin will give his daughter to the one who reaches her window," they said.

"Oh, if only I could enchant my feet, I would jump with you," said the prince.

The youths went off to jump, as it was their daily custom, while the prince stood at a distance, watching.

From her window the daughter of the Chief of Naharin gazed at him.

At last, when many days had passed, the prince joined the sons of the chiefs.

He jumped and he reached the window of the daughter of the Chief of Naharin.

She embraced him and she kissed him.

A messenger went to inform her father. "One of the young men has reached the window of your daughter," the messenger said.

"Whose son is it?" the Chief of Naharin inquired.

"He is the son of a chariot officer from Egypt. He has fled from his stepmother."

The Chief of Naharin grew very angry. "Am I to give my daughter to a fugitive from Egypt? Send him home!"

"You must go back where you came from," the messenger said to the prince.

But the princess clung to the prince, and she swore, "As Re lives, if they take him from me, I will not eat, I will not drink, I will die within the hour!"

When the messenger had reported everything she had said to her father, her father sent men to kill the prince then and there.

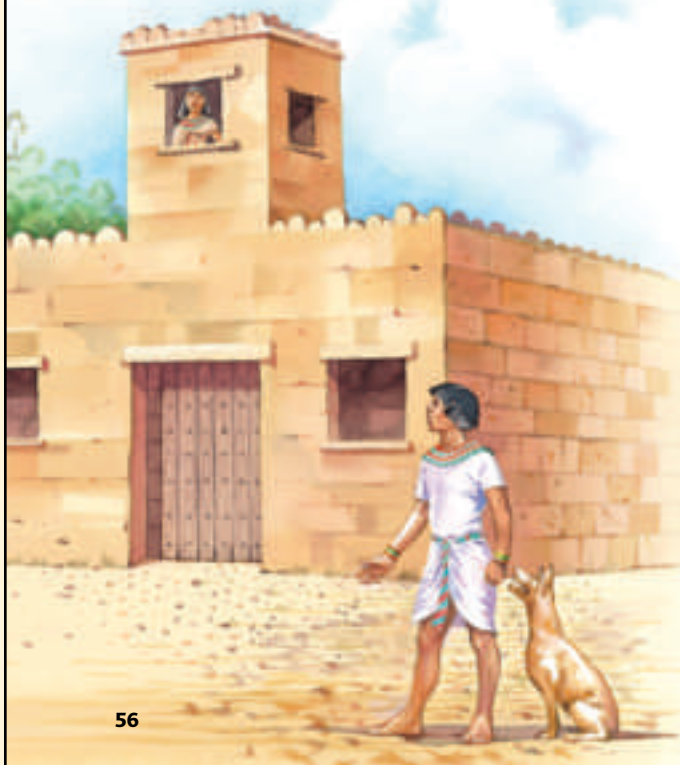
Again the princess swore, "As Re lives, if they kill him, I shall die before sunset. I will not live an hour more than he!"

They repeated this to her father, and the Chief of Naharin had the prince and his daughter brought before him.

The young man impressed the Chief, who welcomed him and kissed him and said, "Now you are like my own son. Tell me about yourself."

"I am the child of a chariot officer from Egypt," said the young man, "My mother died and father took another wife. She grew to hate me, and I have fled from her."

The Chief of Naharin gave his daughter to the prince, and he gave him a house and fields and herds and everything they needed.



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CRITICAL THINKING ACTIVITY

Determining Main Ideas and Supporting Details Tell students to read page 57. Ask: **What is the main idea of this page?** (*The prince's wife is trying to protect the prince from his fate.*) **How does the idea fit in with the first part of the story?** (*In the first part of the story, the prince's father is trying to protect the prince.*) Organize the class into groups of four. Have each group circulate a sheet of paper. Have each member of each group contribute one sentence from the story on this topic, and continue until each group has recorded the supporting details. Have groups compare their results. **L2**

K LITERARY ELEMENTS

IRONY Explain that a situation is ironic when what happens is the opposite of what we expect, often with surprising or humorous results. Ask students to explain why the princess might think the prince's answer to her suggestion that he kill the dog is ironic. (*Most likely, the princess thinks that keeping the dog, not killing the dog, is folly.*)

L AUTHOR'S CRAFT

FORESHADOWING Ask students what event the arrival of the crocodile foreshadows. (*the rapidly approaching death of the prince*)

M CRITICAL THINKING

PROBLEM AND SOLUTION Point out that the princess's solution to the problem of a snake killing her husband was to set out wine and beer. Ask students how they would prevent snakes from biting them while they sleep. (*Answers may include that they would shut their bedroom door and windows.*)

When they had lived together for some time, the young man told his wife, "I know my fate. I shall be killed by one of three: a crocodile or a snake or a dog."

"Then," she said, "the dog that follows you everywhere must be killed."

"That would be folly," he replied. "I will not have the dog killed for I have had it ever since it was a puppy."

So his wife began to watch over him closely, and she did not allow him to go out alone.

It so happened that on the very day the prince had arrived in Naharín, the crocodile, his fate, began to follow him. It caught up with him in the town where the prince lived with his wife.

But there in the lake was a giant who would not let the crocodile out, and so the crocodile refused to let the giant out. For three whole months they had been fighting all day long, beginning each day at sunrise.

The prince spent many pleasant days in his house, and in the evenings when the breeze died down, he went to bed. One evening when sleep had overcome him, his wife filled a vessel with wine and another with beer. Then she sat down beside him, but she did not sleep.

A snake came out of its hole intending to bite the prince, but the vessels tempted it and the snake drank from them, got drunk and rolled over on its back to sleep.

His wife chopped the snake in three pieces with her axe. Then she roused her husband and said to him, "See, your god has placed one of your fates in your hands. He is protecting you."

The prince made offerings to his god Re, adoring him and exalting his power each day that passed.

After some time, the prince went for a stroll around his estate. His wife stayed at home, but his dog followed him.

Suddenly the dog turned on him and the prince fled from it.

He ran to the edge of the lake and jumped into water to escape the dog, but there the crocodile seized him and dragged him off to find the giant.



EXTENDING THE CONTENT

Isis and Osiris According to another Egyptian story, Osiris, the fourth pharaoh of Egypt, was a god—the great-grandson of Re, the god to whom the prince in this story made an offering. These two stories share another element besides allusions to deities. In the story of Osiris, his brother cut him into pieces and scattered the pieces across Egypt. Isis, the wife of Osiris, put the pieces back together. As in the case of the prince, the newly assembled Osiris came alive. According to Egyptian legend, the process that Isis used to reassemble Osiris's body was embalming.

DIFFERENTIATED INSTRUCTION

EL Students Point out that the characters in the story have no names. Then tell students to name each character for a trait he or she exemplifies in the story. For example, the king might be dubbed “Doting” because he worries about his son.

Average Students Assign students the roles of characters from the story to read aloud. Suggest that they shade the meaning of their lines by emphasizing certain words. Model this technique with the following lines: What are *you* doing here? What are you doing *here*?

Gifted Students Remind students that Egyptians wrote in hieroglyphics. Challenge students to rewrite the story with simple picture symbols.

3 ASSESS

Assign the **Responding to the Reading** questions as an in-class activity or as homework.

4 CLOSE

Have students choose their favorite character and explain their choice. **L2**

“I am pursuing you, for I am your fate,” said the crocodile. “Listen, for three whole months I have been fighting with the giant. I will let you go now if you will take my side and kill the giant when he returns to fight.”

So the prince waited by the water all that night, and when dawn broke and a second day began, the giant returned.

The giant began to fight the crocodile at once, but the prince stepped forward with his scimitar⁷ in his hand. He cut out the heart of the giant and the giant died.

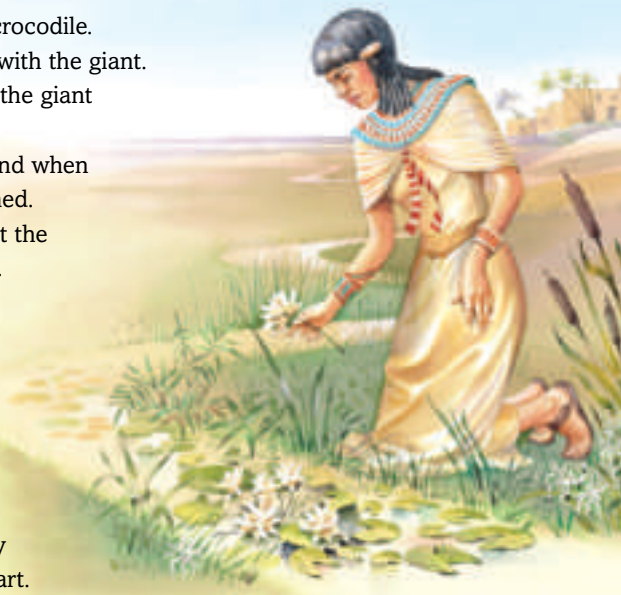
At that very moment the dog sneaked up behind the prince. It attacked him and tore him to bits and spread the pieces all about.

When the prince failed to return, his wife set out to look for him. After seven days and seven nights in search for him, she came upon his remains.

She collected all the pieces of her husband’s body and put them back together again—except for his heart. That she placed in a lotus flower which was blooming on the water.

Lo and behold, the prince reappeared as he had been before.

From that day on the prince and princess lived together happily until they crossed over to the fields of the blessed.



⁷**scimitar** (SIH • muh • tuhr): a long sword with a curved blade

Responding to the Reading

1. How did the prince’s father and wife try to protect him?
2. How would this story be different if it were told from the point of view of the prince?
3. **Evaluating Information** Do you think the prince paid enough attention to the goddesses’ warning? Why or why not? Support your opinion with examples.
4. **Drawing Conclusions** Why do you think the prince lied to the Chief of Naharín about his parents?
5. **Reading Read to Write** Suppose you are the prince, captive in the stone house, or the princess, captive in the tower. Write three diary entries about your daily life, your feelings about being kept away from society, and your hopes for the future.

Responding to the Reading Answers

1. The prince’s father confined the prince to a stone house. The prince’s wife wanted to kill his dog, watched the prince closely, and did not allow him to go out alone.
2. The reader would know what the prince felt, how he jumped to the princess’s window, and why he lied to the chief.
3. Answers will vary but should be supported with examples from the text.
4. Answers may include that the prince did not want to draw attention to himself or that he feared others would discover his fate.
5. Diary entries will vary. Encourage students to be complete in their entries.

The Egyptian Empire

Get Ready to Read!

What's the Connection?

During the Old Kingdom, Egyptians established their civilization. During the Middle Kingdom and the New Kingdom, Egypt's powerful pharaohs expanded the empire by conquering other lands.

Focusing on the Main Ideas

- The Middle Kingdom was a golden age of peace, prosperity, and advances in the arts and architecture. (page 60)
- During the New Kingdom, Egypt acquired new territory and reached the height of its power. (page 61)
- Akhenaton tried to change Egypt's religion, while Tutankhamen is famous for the treasures found in his tomb. (page 64)
- Under Ramses II, Egypt regained territory and built great temples, but the empire fell by 1150 B.C. (page 65)

Locating Places

Thebes (THEEBZ)

Meeting People

Ahmose (AHM•OHS)

Hatshepsut (hat•SHEHP•soot)

Thutmose III (thoot•MOH•suh)

Akhenaton (AHK•NAH•tuhn)

Tutankhamen

(TOO•TANG•KAH•muhn)

Ramses II (RAM•SEEZ)

Building Your Vocabulary

tribute (TRIH•byoot)

incense (IHN•SEHNS)

Reading Strategy

Categorizing Information Create a diagram to show the major accomplishments of Ramses II.



When & Where?



2400 B.C.

c. 2050 B.C.

Middle Kingdom begins

1600 B.C.

c. 1500 B.C.

Queen Hatshepsut reigns

800 B.C.

c. 1279 B.C.

Ramses II takes the throne

1 FOCUS

SECTION OVERVIEW

This section discusses the cultural advances and territorial expansion that occurred during the Middle and New Kingdoms.



Project Daily Focus Skills Transparency 2–3 and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary: Incense is a material that, when burned, produces a fragrant odor. There are many different kinds of incense with many different odors. Incense was highly valued in ancient Egypt, particularly for use in religious ceremonies.

Answers to Graphic: rebuilt the empire, constructed many temples, ruled for a remarkably long reign



SECTION RESOURCES



Reproducible Masters

- Reproducible Lesson Plan 2–3
- Daily Lecture and Discussion Notes 2–3
- Vocabulary Activity 2–3
- Active Reading Note-Taking Guide 2–3
- Guided Reading Activity 2–3
- Section Quiz 2–3
- Reading Essentials and Study Guide 2–3



Transparencies

- Daily Focus Skills Transparency 2–3

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- Glencoe BookLink CD-ROM

2 TEACH

Writing Monologues Organize the class into six groups, and assign each group one of the pharaohs in this section. As they read, groups should take careful notes on their pharaohs. Have them use these notes to create a monologue in which the various pharaohs describe their accomplishments. Call on students to present their monologues to the class. **L2**

Daily Lecture and Discussion Notes 2–3

Use **Daily Lecture and Discussion Notes 2–3** for an outline of key concepts found in the section.

Caption Answer: Instead of pyramids, pharaohs had tombs cut into cliffs.

History Online

Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** feature at jat.glencoe.com

The Middle Kingdom

Main Idea The Middle Kingdom was a golden age of peace, prosperity, and advances in the arts and architecture.

Reading Focus Have you heard older people talk about enjoying their “golden years”? Countries can also experience such happy, productive times. In the following paragraphs, you’ll learn why the Middle Kingdom was a golden age for Egypt.

About 2300 B.C., the pharaohs lost control of Egypt as nobles battled one another for power. Almost 200 years of confusion followed. Finally, a new dynasty of pharaohs came to power. They moved their capital south from Memphis to a city called **Thebes** (THEEBZ). There they restored order and stability, ushering in a new period called the Middle Kingdom.

The Middle Kingdom lasted from about 2050 B.C. to 1670 B.C. During this time, Egyptians enjoyed a golden age of stability, prosperity, and achievement.

The Drive for More Land During the Middle Kingdom, Egypt took control of new lands. Soldiers captured Nubia to the south and attacked what is now Syria. The conquered peoples sent **tribute** (TRIH•byoot), or forced payments, to the Egyptian pharaoh, enriching the kingdom. Within Egypt, the pharaohs added more waterways and dams. They increased the amount of land being farmed and built a canal between the Nile River and the Red Sea.

The Arts Blossom During the Middle Kingdom, arts, literature, and architecture thrived. Painters covered the walls of tombs and temples with colorful scenes of the deities and daily life. Sculptors created large wall carvings and statues of the pharaohs, showing them as ordinary people rather



▲ This artwork with gold inlay from the Middle Kingdom period shows a funeral boat. **How did architecture change during the Middle Kingdom?**

than godlike figures. Poets wrote love songs and tributes to the pharaohs.

A new form of architecture was also created. Instead of building pyramids, pharaohs had their tombs cut into cliffs west of the Nile River. This area became known as the Valley of the Kings.

Who Were the Hyksos? The Middle Kingdom came to an end in 1670 B.C. Nobles were again plotting to take power from the pharaohs. This time, however, Egypt also faced a serious threat from outside. A people known as the Hyksos (HIHK•SAHS), from western Asia, attacked Egypt.

History Online

Web Activity Visit jat.glencoe.com and click on **Chapter 2—Student Web Activity** to learn more about ancient Egypt.

Reading Strategy

READING THE TEXT

Taking Notes Have students create two web diagrams to help them take notes on this section. Label the central oval of the first diagram “Middle Kingdom” and the central oval of the second diagram “New Kingdom.” Ovals around each central oval should contain key facts about either the Middle Kingdom or the New Kingdom. Encourage students to work on newsprint or poster board so they have lots of room to write. As an alternative, you can draw the diagrams on the board, and have students take turns adding entries. **L2**

Refer to the **Quizzes, Tests, and Authentic Assessment (with Rubrics)** booklet for rubrics.

The Hyksos were mighty warriors. They crossed the desert in horse-drawn chariots and used weapons made of bronze and iron. Egyptians had always fought on foot with copper and stone weapons. They were no match for the invaders.

The Hyksos ruled Egypt for about 150 years. Then, around 1550 B.C., an Egyptian prince named **Ahmose** (AHM•OHs) led an uprising that drove the Hyksos out of Egypt.

Reading Check **Identify** Who were the Hyksos?

The New Kingdom

Main Idea During the New Kingdom, Egypt acquired new territory and reached the height of its power.

Reading Focus Do you know the names of any women who hold political office? In ancient civilizations, women rarely held positions of power. Read to learn how a woman became ruler of Egypt.

Ahmose's reign in Egypt began a period known as the New Kingdom. During this time, from about 1550 B.C. to 1080 B.C., Egypt became even richer and more powerful.

Reading Support L1/EL

Use **Vocabulary Activity 2-3** to review important terms in the section.

Reading Check

Answer: warriors from western Asia who conquered Egypt around 1670 B.C.

Linking Past & Present

Hieroglyphs and Computer Icons

THEN The ancient Egyptian system of writing was made up of hundreds of different characters called hieroglyphs. Each hieroglyph was a picture that represented a word. For example, a large circle with a smaller circle drawn in its center meant "sun." Egyptian scribes carved hieroglyphic symbols on monuments and used them for everyday communication.



▲ Hieroglyphs

Computer icons



NOW Today, millions of people use computer icons as symbols for words and even emotions in e-mails and other electronic communication. These icons are pictures—such as flags or paper clips—that represent other things. *In what way are hieroglyphs and computer icons similar?*

TIME TRAVELER

Pharaohs wrote their names or the names of gods on an oblong emblem enclosed by a length of rope known as a cartouche. The cartouche symbolized a pharaoh's rule of all that the sun encircled. Egyptians also believed the cartouche prevented the theft of a name or an identity, especially after death.

Linking Past & Present

Answer: Both use pictures to communicate information. However, hieroglyphs involved hundreds of symbols understood mostly by scribes, while millions of everyday people use and understand computer icons.

DIFFERENTIATED INSTRUCTION

Visual/Spatial: Introduce hieroglyphs by having students design rebuses for their names. A rebus is a representation made up of words and pictures or symbols whose names sound like the syllables in a word. Shuffle the rebuses and hand them out for students to solve.

Kinesthetic: Read the **Time Traveler** on page 61, which discusses cartouches. Have students use pencils or other utensils to "carve" their rebuses onto oblong slabs of clay. Then have them use cord or twine to form a cartouche around the emblem.

Gifted and Talented: Call on students to locate and show photos of cartouches with the hieroglyphic names of Egyptian rulers. 📷

CONNECTING ACROSS TIME

Tell students that in 1972, UNESCO started the World Heritage list—a collection of cultural and natural treasures that the world should try to preserve. Explore reasons that Thebes appears on the list. Ask students to name areas in the United States that might be on the list. **L2**

Using Geography Skills

Answers:

1. the New Kingdom
2. the Red Sea

Skills Practice

Ask: Why do you think none of the kingdoms controlled much of the Arabian Peninsula? (The Arabian Peninsula is mostly desert, and it is far from the easy access to water that characterizes each kingdom's territories.)

Reading Check

Answer: Egyptians sailed along the coast of east Africa, trading beads, metal tools, and weapons for ivory, wood, leopard skins, and incense. The increased trade brought great wealth to Egypt.

Most pharaohs made empire building a priority. They marched their armies east into western Asia and fought wars to bring other lands under their control. During the New Kingdom, Egypt reached the height of its glory.

A Woman Ruler About 1480 B.C., a queen named **Hatshepsut** (hat•SHEHP•soot) came to power in Egypt. She ruled first with her husband and then, after his death, on behalf of her young nephew. Finally she made

herself pharaoh. Hatshepsut became the first woman to rule Egypt in her own right.

Hatshepsut was more interested in trade than conquest. During her reign, Egyptian traders sailed along the coast of East Africa. They exchanged beads, metal tools, and weapons for gold, ivory, ebony, and **incense** (IHN•SEHNS), a material burned for its pleasant smell. These trade journeys brought even greater wealth to Egypt.

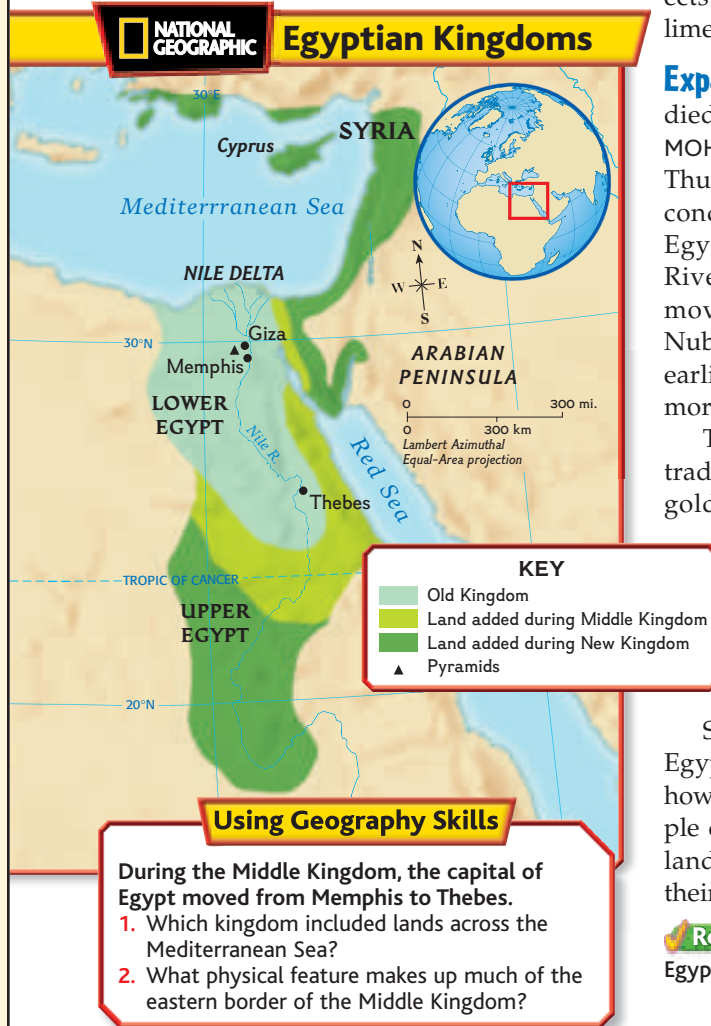
Hatshepsut used some of this wealth to build monuments. One of her greatest projects was a great temple and tomb in the limestone cliffs of the Valley of the Kings.

Expanding the Empire When Hatshepsut died, her nephew, **Thutmose III** (thoot•MOH•suh), became pharaoh. Under Thutmose, Egypt began aggressive wars of conquest. Thutmose's armies expanded Egypt's borders north to the Euphrates River in Mesopotamia. His troops also moved south and regained control of Nubia, which had broken free from Egypt earlier. Under Thutmose, Egypt controlled more territory than it ever had.

Thutmose's empire grew rich from trade and tribute. In addition to claiming gold, copper, ivory, and other valuable goods from conquered peoples, Egypt enslaved many prisoners of war. These unlucky captives were put to work rebuilding Thebes. They filled the city with beautiful palaces, temples, and monuments.

Slavery had not been widespread in Egypt before. During the New Kingdom, however, it became common. Enslaved people did have some rights. They could own land, marry, and eventually be granted their freedom.

Reading Check Summarize Describe Egyptian trade during the rule of Hatshepsut.



CRITICAL THINKING ACTIVITY

Making Generalizations Tell students to think of generalizations as summaries. These draw together, or summarize, the known facts in a broad statement. Have students study the images of various pharaohs from the chapter, such as Tutankhamen, Hatshepsut, and Ramses II. **Ask:** What generalizations can you form about the way these rulers wanted to be remembered? (Possible answers: as all-powerful, as eternal, as larger than life, and so on) Explore details in the art that support each generalization. **L2**

HATSHEPSUT

Reigned 1503–1482 B.C.

Hatshepsut was the daughter of King Thutmose I and Queen Aahmes. Even as a young princess, she was confident, describing herself as “exceedingly good to look upon . . . a beautiful maiden” who was “serene [peaceful] of nature.” During her marriage to King Thutmose II, Hatshepsut influenced her husband’s decisions and hoped to someday have more power. She saw an opportunity when Thutmose died and declared herself pharaoh.

Because the position of pharaoh was usually passed from father to son, Hatshepsut had to prove that she was a good leader. She often wore men’s clothing to convince the people that she could handle what had always been a man’s job. Unlike other pharaohs, Hatshepsut avoided military conquests. She focused her attention instead on expanding Egypt’s economy. She restored Egypt’s wealth through trade with Africa and Asia. Returning home from trading expeditions, cargo ships were loaded with ebony, gold, ivory, incense, and myrrh. During her reign, Hatshepsut also rebuilt many of Egypt’s great temples, including the temple at Karnak. In her temple at Deir el Bahri, the reliefs on the walls recorded the major events of Hatshepsut’s reign.

Hatshepsut’s 21-year reign was peaceful, but her stepson, Thutmose III, was plotting against her. He overthrew Hatshepsut and her government. It is unknown how Hatshepsut died, but after her death, Thutmose III ordered that the reliefs and statues in Hatshepsut’s temple be destroyed.

Hatshepsut ▶



“A dictator excellent of plans”

—Egyptian scribe quoted in *Barbarian Tides*

Then and Now

Make a list of Hatshepsut’s strengths as a leader. Then choose a present-day female leader and list her leadership strengths. Write a paragraph comparing their similarities and differences.

TEACH

Hatshepsut enhanced her status by claiming descent from Amon-Re, who was considered one of the most important Theban gods and the protector of pharaohs. Hatshepsut’s power came from the support of an inner circle of influential officials and priests. Unfortunately for her, as Thutmose III grew older, he won the support of the army, which he used to topple his stepmother. **Ask:** **How do these facts help explain the differing policies of these two rulers?** (Hatshepsut used building projects and trade to strengthen the power of priests and nobles; Thutmose III used wars to strengthen the army.) **L2**

Then and Now

Comparisons will vary depending upon the present-day leader chosen. Students should support their answers with concrete examples.

Writing Activity

Have students research encyclopedias or the Internet for additional information on Hatshepsut to investigate how she came to power and how she was perceived by her contemporaries. Have them pay particular attention to how she wrestled with members of the royal family to maintain control of Egypt. Have them write a half-page summary of what they learned. **L2**

63

Metropolitan Museum of Art, Rogers Fund and Edward S. Harkness Gift, 1929 (29.3.3)

Reading
List Generator
CD-ROM

Glencoe
BOOKLINK

RECOMMENDED READING

Use the **Glencoe BookLink CD-ROM** to create customized reading lists based on your students’ interests and reading levels. Below is an example based on content in this chapter. Also, see the Suggested Readings on pages 944–946 of the Appendix.

- **Berger, Melvin, and Gilda Berger.** *Mummies of the Pharaohs: Exploring the Valley of the Kings.* Journey to the Valley of the Kings, home of the tombs of the pharaohs.
- **Carter, Dorothy Sharp.** *His Majesty, Queen Hatshepsut.* After her husband’s death, young Queen Hatshepsut decides to defy convention and name herself pharaoh.
- **Perl, Lila.** *Mummies, Tombs, and Treasure: Secrets of Ancient Egypt.* The Egyptians believed a person’s spirit would live forever if the body was mummified.

CHAPTER 2

SECTION 3, 59–67

Economics Have groups of students research the following aspects of present-day Egypt: trade, tourism, and involvement in international organizations. Ask each group to share its findings. Then have the class use what they have learned to discuss Egypt's level of interaction with the United States and other nations. **L3**

Writing Activity

Assign groups of students to write a series of news stories about Amenhotep IV for the newspaper the *Daily Papyrus*. Headlines might include the following: "Pharaoh Takes New Name," "Worship of Aton Shocks Priests," "Pharaoh Leaves Thebes for New Capital," "Hittites Threaten Egypt," "Boy King Restores Old Religion." Encourage students to do additional research and to pattern their stories after those in their local newspaper. **L2**

NATIONAL GEOGRAPHIC

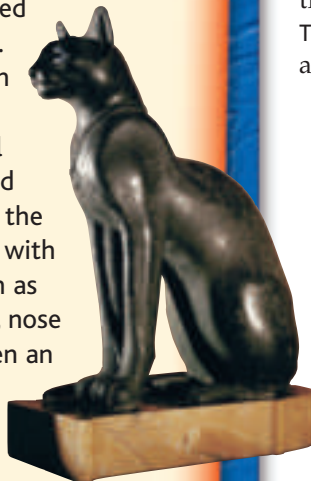
The Way It Was

Focus on Everyday Life

Cats in Ancient Egypt In ancient Egypt, cats were loved and even worshiped. Egyptians valued the ability of wild cats to protect villages' grain supplies from mice and rats. Over several hundred years, cats became tame, and their role developed from valued hunter to adored family pet to goddess.

In ancient Egyptian tombs, archaeologists have found many wall paintings, carvings, and statues of cats. Often the statues were adorned with beautiful jewelry, such as silver or gold earrings, nose rings, and collars. When an Egyptian family's cat died, its owners shaved their eyebrows to show their grief and had the cat's body mummified.

Egyptians worshiped cats because they associated them with the goddess Bastet. She represented motherhood, grace, and beauty, and often appears in paintings and statues as a woman with the head of a cat.



▲ Egyptian goddess depicted as a cat

Connecting to the Past

1. Why did ancient Egyptians first value cats?
2. With what goddess did the ancient Egyptians associate cats?

The Legacies of Two Pharaohs

Main Idea Akhenaton tried to change Egypt's religion, while Tutankhamen is famous for the treasures found in his tomb.

Reading Focus If you ask people to name an Egyptian pharaoh, the answer you're likely to get is "King Tut." Read on to find out more about him and his predecessor.

About 1370 B.C., Amenhotep IV (AH•muhn•HOH•TEHP) came to the throne. With the help of his wife, Nefertiti (NEHF•uhr•TEET•ee), Amenhotep tried to lead Egypt in a new direction.

A Religious Reformer Amenhotep realized that Egypt's priests were gaining power at the expense of the pharaohs. In an attempt to maintain his own power, Amenhotep introduced a new religion that swept away the old gods and goddesses. Instead, only one god, called Aton (AH•tuhn), was to be worshiped. When Egypt's priests resisted these changes, Amenhotep removed many from their positions, seized their lands, and closed temples. He then changed his name to

Akhenaton (AHK•NAH•tuhn), which means "Spirit of Aton." He began ruling Egypt from a new city.

To most Egyptians, Akhenaton's attacks on the gods seemed to be an attack on Egypt itself. They refused to accept Aton as the only god. Meanwhile, Akhenaton became so devoted to his new religion that he neglected his duties as pharaoh. The administrators he appointed were not as experienced as the priests they replaced, and Akhenaton took no action when enemies from what is now Turkey, the Hittites, attacked Egypt. As a result, Egypt lost most of its lands in western Asia, greatly shrinking the empire.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Civics Assign students to read Article II, Section 1 of the United States Constitution to find out the basic qualifications for president. (*native-born citizen, at least 35 years old, has lived in the United States for at least 14 years*) Ask what other unwritten qualifications students might add. Now have them brainstorm a list of qualifications for pharaoh. (*Sample responses: member of ruling dynasty, preferably male, able to handle palace intrigue, and so on*) Have students use their answers to write help-wanted ads for each position. **L2**



◀ Tutankhamen's gold mask

The End of the New Kingdom

Main Idea Under Ramses II, Egypt regained territory and built great temples, but the empire fell by 1150 B.C.

Reading Focus Egypt remained mighty for thousands of years, but it finally fell to outsiders. Read to learn about Egypt's last great pharaoh and the empire's decline.

During the 1200s B.C., pharaohs worked to make Egypt great again. The most effective of these pharaohs was **Ramses II** (RAM • SEEZ). He reigned for a remarkable 66 years, from 1279 B.C. to 1213 B.C. During this time, Egyptian armies regained lands in western Asia and rebuilt the empire. Ramses also launched an ambitious building program, constructing several major new temples.



▲ Temple of Karnak

The Boy King When Akhenaton died, his son-in-law inherited the throne. The new pharaoh, **Tutankhamen** (TOO • TANG • KAH • muhn), was a boy about 10 years old. He relied on help from palace officials and priests, who convinced him to restore the old religion. After ruling for only nine years, Tutankhamen died unexpectedly. He may have suffered a fall or been murdered; no one is sure.

What *is* certain is that “King Tut,” as he is nicknamed, played only a small role in Egypt’s history. Why, then, is he the most famous of all pharaohs? The boy king captured people’s imaginations after a British archaeologist, Howard Carter, found his tomb in A.D. 1922.

The tomb contained the king’s mummy and incredible treasures, including a brilliant gold mask of the young pharaoh’s face. Carter’s find was a thrilling discovery, because most royal tombs in Egypt were looted by robbers long ago.

Reading Check Evaluate Why is Tutankhamen so famous today?

Reading Support L1/EL

Assign **Guided Reading Activity 2–3** to help students organize the information in the section.

3 ASSESS

Assign Section 3 Review as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.

Assessment L2

Assign **Section 3 Quiz** to assess mastery of the material found in the section.

Reading Support L1/EL

Assign **Reading Essentials and Study Guide 2–3** to help students review section material.

Reading Check

Answer: His tomb was found intact with its ancient treasure.

EXTENDING THE CONTENT

How Was Abu Simbel Saved? Construction of the Aswan High Dam in the mid-1900s offered more irrigated farmland at the cost of flooding the temples at Abu Simbel. More than 50 nations responded to the crisis by funding the relocation of the temples to higher ground. Workers and engineers disassembled and relocated some 16,000 blocks of stone, fulfilling the dream of Ramses II to be remembered forever.

TEACH

Ramses II wanted to be known as a great conqueror. When he fought the Hittites, he took along royal scribes to record events in three styles—prose, poetry, and pictorial carvings. Ask students how Egyptian temple paintings of battles with the Hittites might be slanted. (*They are versions approved by Ramses II, and therefore favorable to him.*) **Ask: What other information would historians need to interpret these battles accurately?** (*accounts in Hittite records, archaeological remains, research by other scholars, and so on*) **What evidence could you use to prove that Ramses II was a great builder?** (*any of the architectural feats mentioned or shown in the text*)

L2

Then and Now

Answers will vary, but both are monumental stone works. Rushmore honors four people, while Abu Simbel honors one leader—Ramses II.

Writing Activity

Have students write down notes about what they consider the most important events in the life of Ramses II. Then have them compose their own three-verse poem to describe the events for posterity. Remind students that as royal scribes they should portray Ramses II positively. L3

RAMSES II

Reigned 1279–1213 B.C.

Ramses II began his military training at a very young age. Ramses' father, Seti I, allowed his 10-year-old son to serve as a captain in his army. Seti also made his son coruler of Egypt. By the time Ramses was crowned pharaoh of Egypt, he was a great warrior and experienced leader. Nine kings who ruled after Ramses II named themselves in his honor. Many centuries later, archaeologists nicknamed the pharaoh "Ramses the Great" because of his fame on the battlefield, his construction and restoration of buildings and monuments, and his popularity among the Egyptian people. His subjects fondly called him "Sese," an abbreviation of Ramses.

Ramses continued in his father's footsteps by trying to restore Egyptian power in Asia. In the early years of his reign, he defeated forces in southern Syria and continuously battled Egypt's longtime enemy, the Hittites. Details about one costly battle with the Hittites were carved on temple walls, showing the Egyptians succeeding against great odds.

During his 66-year reign, Ramses II undertook a large-scale building program. He could afford such an expensive plan because Egypt was very prosperous during his reign. He restored the Sphinx, completed the Temple of Karnak, and built himself a city with four temples as well as beautiful gardens and orchards. He is famous for the temple built at Abu Simbel. It was carved out of a solid rock cliff and featured four huge statues of Ramses II, two on each side of the doorway.

Ramses' first wife, Queen Nefertari, died early in his reign. Like other pharaohs, Ramses had many wives. Ramses II was proud of his large family, which included more than 100 children.

Statue of Ramses II holding an offering table



"They all came bowing down to him, to his palace of life and satisfaction."

—hieroglyphic translation by James B. Pritchard, *Ancient Near Eastern Texts*



▲ Coffin of Ramses II

Then and Now

Use the Internet and your local library to learn about Mount Rushmore, a monument in South Dakota. Describe Mount Rushmore, and then compare it to Ramses' temple at Abu Simbel.

(t)Michael Holford. (b)O. Louis Mazzatenta/National Geographic Society Image Collection

Reading List Generator CD-ROM

BOOKLINK

RECOMMENDED READING

Use the **Glencoe BookLink CD-ROM** to create customized reading lists based on your students' interests and reading levels. Below is an example based on content in this chapter. Also, see the Suggested Readings on pages 944–946 of the Appendix.

- **Haslam, Andrew, and Alexandra Parsons.** *Ancient Egypt*. Learn about ancient Egypt by making a tunic and a pair of Egyptian-style sandals, preparing fig cakes, and making a water clock.
- **Millard, Anne.** *The Egyptians*. What was life like in ancient Egypt? How did people dress? What were their houses like? What did scribes do? What did Egyptians believe about death?
- **Murdoch, David.** *Tutankhamun: The Life and Death of a Pharaoh*. Learn who discovered King Tut's tomb and what they found inside.

ENRICH

When Howard Carter peered into King Tut's tomb, someone asked, "Can you see anything?" He replied, "Yes, wonderful things." Call on students to recall what was so special about this discovery. (*first intact tomb, the amount of gold, and so on*) **L1/EL**

Reading Check

Answer: Libyans, people of Kush, and Assyrians

To help students understand the section material, have them visit **Homework Helper** at jat.glencoe.com

RETEACH

Ask students to skim through this section, noting each time the word *pharaoh* is used. Have them summarize the impact of pharaohs on the development of Egyptian civilization. **L1/EL**

4 CLOSE

Create a list of Egyptian achievements during the Middle and New Kingdoms. **L2**

Why Were Temples Built? Under Ramses II and other New Kingdom rulers, scores of new temples rose throughout Egypt. Many were built by enslaved people captured in war. The most magnificent was Karnak at Thebes. Its huge columned hall decorated with colorful paintings still impresses visitors today.

Unlike modern churches, temples, and mosques, Egyptian temples did not hold regular services. Instead, most Egyptians prayed at home. They considered the temples as houses for the gods and goddesses. Priests and priestesses, however, performed daily temple rituals, washing statues of the deities and bringing them food.

The temples also served as banks. Egyptians used them to store valuable items, such as gold jewelry, sweet-smelling oils, and finely woven cloth.

Egypt's Decline and Fall After Ramses II, Egypt's power began to fade. Later pharaohs had trouble keeping neighboring countries under Egyptian control. Groups from the eastern Mediterranean attacked Egypt by sea, using strong iron weapons. The Egyptians had similar arms, but they paid dearly for them because Egypt lacked iron ore.

By 1150 B.C., the Egyptians had lost their empire and controlled only the Nile delta. Beginning in the 900s B.C., Egypt came under the rule of one outside group after another. The first conquerors were the Libyans from the west. Then in 760 B.C., the people of Kush, a land to the south, seized power and ruled Egypt for the next 70 years. Finally, in 670 B.C., Egypt was taken over by the Assyrians.

Reading Check Identify What groups conquered Egypt starting in the 900s B.C.?

Section 3 Review

Reading Summary

Review the Main Ideas

- During the Middle Kingdom, Egypt expanded its borders, and the arts flourished.
- Under New Kingdom rulers, Egypt built a strong empire and expanded trade.
- Akhenaton failed in his attempt to create a new religion. Tutankhamen ruled briefly but gained fame because of treasures found buried with him.
- Ramses II was Egypt's last great pharaoh. In the 900s B.C., Egypt lost power to outside invaders.

What Did You Learn?

- What improvements did the Middle Kingdom rulers make?
- What purposes did temples serve in Egypt?
- Critical Thinking**
3. Organizing Information Create a chart like the one below. Fill in details about Egypt's Middle Kingdom and New Kingdom.
- Evaluate** What was unusual about the reign of Hatshepsut?
- Analyze** How did Akhenaton upset the traditional order?
- Compare and Contrast** Describe the similarities and differences between the rule of Hatshepsut and Ramses II.
- Expository Writing** Which of the rulers discussed in this section do you think had the greatest effect upon Egyptian history? Write a short essay to explain your answer.

Middle Kingdom	New Kingdom

SECTION 3 REVIEW ANSWERS

- added more waterways and dams for irrigation, increased amount of land used for farming, built a canal between Nile River and Red Sea, improved art and architecture
- houses for gods and goddesses, places for priests to perform rituals, banks, and warehouses
- Details should reflect major features and accomplishments of each kingdom.
- She was the first woman to rule Egypt in her own right.
- He stopped worship of old gods in favor of one god.
- Similar: built many temples; Different: Hatshepsut increased Egypt's wealth through trade; Ramses II waged war to expand the empire.
- Answers will vary but should be supported by the text.

1 FOCUS

SECTION OVERVIEW

This section traces how the Nubians built the civilization of Kush, which eventually took control of Egypt.



Project Daily Focus
Skills Transparency 2-4
and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary: One of the most distinguishing features of central Africa is the savanna. These grassy plains cover much of the region south of the Sahara and provide excellent pastureland for cattle.

Answers to Graphic: Napata: original capital of Kush, white sandstone temples and monuments; Meroë: later capital of Kush, ironmaking center, looked like Egyptian city; Both: used Nile for trade and transportation

Section

4

The Civilization of Kush

Get Ready to Read!

What's the Connection?

In Sections 1, 2, and 3, you learned about the rise and fall of civilizations in ancient Egypt. Another civilization in early Africa was Kush. It was located near Egypt and was very similar.

Focusing on the Main Ideas

- To the south of Egypt, the Nubians settled in farming villages and became strong warriors. (page 69)
- The people of Kush devoted themselves to ironworking and grew wealthy from trade. (page 70)

Locating Places

Nubia (NOO•bee•uh)
Kush (KUHS)
Kerma (KAR•muh)
Napata (NA•puh•tuh)
Meroë (MEHR•oh•ee)

Meeting People

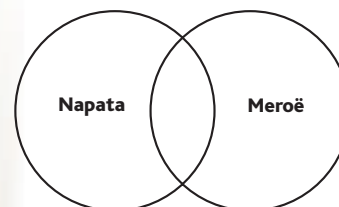
Kashta (KAHS•tuh)
Piye (PY)

Building Your Vocabulary

savanna (suh•VA•nuh)

Reading Strategy

Compare and Contrast Use a Venn diagram like the one below to show the similarities and differences between Napata and Meroë.



When & Where?



800 B.C.	700 B.C.	600 B.C.	500 B.C.
c. 750 B.C. Kashta of Kush conquers part of Egypt	728 B.C. Piye of Kush defeats Egyptians		c. 540 B.C. Kush moves capital to Meroë



SECTION RESOURCES



Reproducible Masters

- Reproducible Lesson Plan 2-4
- Daily Lecture and Discussion Notes 2-4
- Vocabulary Activity 2-4
- Active Reading Note-Taking Guide 2-4
- Guided Reading Activity 2-4
- Section Quiz 2-4
- Reading Essentials and Study Guide 2-4



Transparencies

- Daily Focus Skills Transparency 2-4

Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- Vocabulary PuzzleMaker CD-ROM

Nubia

Main Idea To the south of Egypt, the Nubians settled in farming villages and became strong warriors.

Reading Focus Are you on good terms with your neighbors? It's not always easy—for individuals or countries. Read on to find out about the Egyptians' neighbors to the south and the ways the two civilizations mixed.

The Egyptians were not alone in settling along the Nile River. Farther south, in present-day Sudan, another strong civilization arose. This was in a region called **Nubia** (NOO•bee•uh), later known as **Kush** (KUHS).

Historians do not know exactly when people arrived in Nubia. Evidence suggests that cattle herders arrived in about 2000 B.C. They grazed their herds on the **savannas** (suh•VA•nuhs), or grassy plains, that stretch across Africa south of the Sahara. Later, people settled in farming villages in Nubia. They

grew crops, but they were also excellent hunters, skilled at using the bow and arrow. Soon the Nubians began forming armies known for their fighting skills.

The Kingdom of Kerma The more powerful Nubian villages gradually took over the weaker ones and created the kingdom of **Kerma** (KAR•muh). Kerma developed close ties with Egypt to the north. The Egyptians were happy to trade for Kerma's cattle, gold, ivory, and enslaved people. They also admired Nubian skills in warfare and hired Nubian warriors to fight in their armies.

Kerma became a wealthy kingdom. Its artisans made fine pottery, jewelry, and metal goods. Like Egyptian pharaohs, the kings of Kerma were buried in tombs that held precious stones, gold, jewelry, and pottery. These items were as splendid as those found in Egypt during the same period.



▲ In this wall painting, four Nubian princes offer rings and gold to an Egyptian ruler.
What kingdom was formed when more powerful Nubian villages took over weaker ones?

2 TEACH

Making Inferences The Greek historian Herodotus had trouble distinguishing between Egyptian and Kushite culture. **Ask: What inferences can you draw about their cultures based on this?** Have students write down their inferences, then make adjustments as they read the section. **L2**

Daily Lecture and Discussion Notes 2–4

Use **Daily Lecture and Discussion Notes 2–4** for an outline of key concepts found in the section.

Reading Support L1/EL

Use **Vocabulary Activity 2–4** to review important terms in the section.

CONNECTING ACROSS TIME

Archaeologists have uncovered new evidence of Nubian cultural achievements. Have students research some of their latest finds. **L2**

Caption Answer: Kerma

Reading Strategy

READING THE TEXT

Understanding Text Structure Tell students that the first three sections of the chapter cover a very large time span. Have them look at the **When & Where?** feature at the beginning of Section 4 to familiarize themselves with the time frame covered in this section. **Ask: What period of time will you be looking at now? (roughly 800 B.C. to 500 B.C.) Where does most of the action take place? (Egypt and the area south of Egypt)** Have students look at time line entries. What questions do the events raise in their minds? Write down some of these questions on the board, and have students look for answers as they read the section. **L1/EL**

Reading Strategy

Writing Activity

Tell students that King Ezana boasted of his conquest of Meroë in engravings on a stele, or upright stone slab. Have students use the **Primary Source** feature on page 71 to create an inscription that Ezana might have written. **L1**

Reading Check

Answer: south of Egypt along the Nile River, in what is present-day Sudan

Using Geography Skills

Answers:

1. Napata
2. African peoples farther to the south and Egypt

Caption Answer: The temples, avenues, palaces, and colors resembled those of Egypt.

Reading Support L1/EL

Assign **Guided Reading Activity 2-4** to help students organize the information in the section.

Why Did Egypt Invade Nubia? As you learned earlier, the Egyptian pharaoh Thutmose III sent his armies into Nubia in the 1400s B.C. After a 50-year war, the kingdom of Kerma collapsed, and the Egyptians took control of much of Nubia. They ruled the Nubians for the next 700 years.

During this time, the people of Nubia adopted many Egyptian ways. They began to worship Egyptian gods and goddesses along with their own. They learned how to work copper and bronze and changed Egyptian hieroglyphs to fit their own language. As people and goods continued to pass between Nubia and Egypt, the two cultures mixed.

Reading Check Identify Where was Kush located?

The Rise of Kush

Main Idea The people of Kush devoted themselves to ironworking and grew wealthy from trade.

Reading Focus Do you and your friends ever trade video games or CDs? Trading may be a casual activity for you, but it was very important to ancient peoples. Read to find how Kush took advantage of its location along an important trade route.

As Egypt declined at the end of the New Kingdom, Nubians saw their chance to break away. By 850 B.C., a Nubian group had formed the independent kingdom of Kush. For the next few centuries, powerful Kushite kings ruled from the city of **Napata** (NA•puh•tuh).

Napata was in a favorable location. It stood along the upper Nile where trade caravans crossed the river. Caravans soon carried gold, ivory, valuable woods, and other goods from Kush to Egypt.



Using Geography Skills

Kush developed along the Nile River to the south of Egypt.

1. Which of Kush's capital cities was closest to Egypt?
2. Based on its location, where might trade that passed through Kush have come from?



▲ These Kushite pyramids were much smaller and had more steeply sloped sides than Egyptian pyramids. **How else was Meroë rebuilt to look like an Egyptian city?**

DIFFERENTIATED INSTRUCTION

Visual/Spatial: Tell students that in 1997, the Nubia Museum opened in Aswan, Egypt. Have students design a mural celebrating Nubian cultural achievements the museum might have displayed.

English Learners: Explain that in hieroglyphics, the word *Nubia* means "Land of Gold." Ask students to design glyphs illustrating this phrase and copy them below the word "Nubia."

Gifted and Talented: After creating the mural, have students write a short magazine-style article explaining the images.

Refer to **Inclusion Strategies for the Middle School Social Studies Classroom** in the TCR.

In time, Kush became rich enough and strong enough to take control of Egypt. About 750 B.C., a Kushite king named **Kashta** (KAHSH•tuh) headed north with a powerful army. His soldiers began the conquest of Egypt that his son **Piye** (PY) completed in 728 B.C. Piye founded a dynasty that ruled both Egypt and Kush from Napata.

The kings of Kush greatly admired Egyptian culture. In Napata they built white sandstone temples and monuments similar to those of the Egyptians. The Kushites also built small pyramids in which to bury their kings. The ruins of these pyramids can still be seen today.

The Importance of Iron Kush's rule in Egypt did not last long. During the 600s B.C., the Assyrians invaded Egypt. Armed with iron weapons, they drove the Kushites back to their homeland in the south.

Despite their losses, the Kushites gained something from the Assyrians—the secret of making iron. The Kushites became the first Africans to devote themselves to iron-working. Soon, farmers in Kush were using iron for their hoes and plows instead of copper or stone. With these superior tools, they were able to grow large amounts of grain and other crops.

Kush's warriors also began using iron spears and swords, increasing their military power. Meanwhile, traders from Kush carried iron products and enslaved people as far away as Arabia, India, and China. In return, they brought back cotton, textiles, and other goods.

A New Capital About 540 B.C., Kush's rulers left Napata and moved farther south to be out of the Assyrians' reach. In the city of **Meroë** (MEHR•oh•ee), they set up a royal court. Like Napata, the new capital had

Primary Source Selecting a New King

When their king died, the Kushites asked the god Amon-Re to appoint a new leader. "[The Kushite officials said] 'We have come to you, O Amon-Re . . . that you might give to us a lord. . . . That beneficent office [helpful task] is in your hands—may you give it to your son whom you love!'



▲ Lion statue in honor of King Aspalta

Then they offered the king's brothers before this god, but he did not take one of them. For a second time there was offered the king's brother . . . Aspalta . . . [Amon-Re said] 'He is your king.'"

—author unknown, c. 600 B.C., "The Selection of Aspalta as King of Kush"

DBQ Document-Based Question

Do you think Aspalta was qualified to be king? Why or why not?

access to the Nile River for trade and transportation. The rocky desert east of Meroë, however, contained rich deposits of iron ore. As a result, Meroë became not only a trading city but also a center for making iron.

With their growing wealth, Kush's kings rebuilt Meroë to look like an Egyptian city. Small pyramids stood in the royal graveyard. A huge temple sat at the end of a grand avenue lined with sculptures of rams. Sandstone palaces and red-brick houses had walls decorated with paintings or blue and yellow tiles.

Primary Source

Answer:

Answers might include: yes, because the people believed he had the god's blessing; no, because his abilities were not discussed.

3 ASSESS

Assign Section 4 Review as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.

Assessment L2

Assign **Section 4 Quiz** to assess mastery of the material found in the section.

Reading Support L1/EL

Assign **Reading Essentials and Study Guide 2–4** to help students review section material.

CRITICAL THINKING ACTIVITY

Making Inferences Read aloud this brief description of Piye's storming of Memphis, the capital of Egypt: *Then his majesty . . . said: "I swear, as Re loves me, as my father Amon (who fashioned me), favors me, . . . according to the command of Amon . . . I will take it like a flood of water."* **Ask:** **What can you infer about Egypt's influence on Kush? Explain.** (The Kushites had adopted Egyptian gods.) **Based on the reading in this section, what other things did Kush adopt?** (building styles, pyramids, and so on)

ENRICH

Point out that Europeans “rediscovered” Kushite centers in the early 1800s. Have students speculate on why the various pyramids and ruins might have startled them. **L1**

Caption Answer: Axum

Reading Check

Answer: built its wealth through trade, which was greatly expanded when Kushites learned ironworking skills

History online

To help students understand section material, have them visit **Homework Helper** at jag.glencoe.com

RETEACH

Ask students to summarize the main topic of this section. **L2**

4 CLOSE

Have students discuss how geography linked Kush and Egypt. **L2**

Building a Profitable Trade Meroë became the center of a huge trading network that stretched north to Egypt’s border and south into central Africa. Kush’s traders received leopard skins and valuable woods from the interior of Africa. They traded these goods, along with enslaved workers and their own iron products, to people throughout the Mediterranean and the Indian Ocean area.

Kush remained a great trading power for some 600 years. By the A.D. 200s, though, the kingdom began to weaken. As Kush declined, another kingdom rose to take its place. The kingdom is called Axum and was located in what is today the country of Ethiopia. Around A.D. 350, the armies of Axum burned Meroë to the ground. You will read more about the kingdom of Axum when you study Africa.

Reading Check Explain How did Kush become a wealthy kingdom?

Kushite King

The Kushite king Taharqa was one of the most powerful leaders in Nubian history. During his reign, the kingdom grew and prospered. He built many large temples in and around Egypt and Kush. **What kingdom replaced Kush?**



Kushite king Taharqa

Section 4 Review

History online

Homework Helper Need help with the material in this section? Visit jag.glencoe.com

Reading Summary

Review the Main Ideas

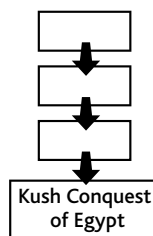
- In the Nile Valley to the south of Egypt, the Nubians founded the kingdom of Kerma and traded with the Egyptians.
- The Kushites set up a capital at Meroë that became a center for ironmaking and the base of a huge trading network.

What Did You Learn?

- Who were the Nubians?
- What were the Kushites’ most important economic activities?

Critical Thinking

- Sequencing** Draw a diagram to show events that led up to the Kushite conquest of Egypt.



- Geography Skills** Why was Napata’s location advantageous?
- Analyze** How did the Kushite kings demonstrate their admiration for Egyptian culture?
- Compare** Describe the similarities between Kush and Egypt.
- Persuasive Writing** Create an advertisement that could have been used in ancient Egypt and Kush to promote the many uses of iron.

SECTION 4 REVIEW ANSWERS

- cattle herders in the savannas and founders of Kerma
- trade and ironworking
- New Kingdom declines; Nubians rebel and found Kush; Kush grows rich from trade; Kush conquers Egypt.
- It was located at a point where trade caravans crossed the Nile.
- They built similar monuments, temples, and pyramids.
- Possible answers: Kush modeled architecture on Egypt; both profited from trade along the Nile.
- Students’ advertisements should reflect the versatility and importance of iron, including weapons and tools as well as other uses.

Chapter 2 Reading Review

Section 1 The Nile Valley

Vocabulary
 cataract
 delta
 papyrus
 hieroglyphics
 dynasty

Focusing on the Main Ideas

- The Egyptian civilization began in the fertile Nile River valley, where natural barriers discouraged invasions. (page 39)
- The Egyptians depended on the Nile's floods to grow their crops. (page 41)
- Around 3100 B.C., Egypt's two major kingdoms, Upper Egypt and Lower Egypt, were combined into one. (page 43)
- Egyptian society was divided into social groups based on wealth and power. (page 45)

Section 2 Egypt's Old Kingdom

Vocabulary
 pharaoh
 deity
 embalming
 mummy
 pyramid

Focusing on the Main Ideas

- Egypt was ruled by all-powerful pharaohs. (page 48)
- The Egyptians believed in many gods and goddesses and in life after death for the pharaohs. (page 49)
- The Egyptians of the Old Kingdom built huge stone pyramids as tombs for their pharaohs. (page 50)



▲ Tutankhamen's gold mask

Section 3 The Egyptian Empire

Vocabulary
 tribute
 incense

Focusing on the Main Ideas

- The Middle Kingdom was a golden age of peace, prosperity, and advances in the arts and architecture. (page 60)
- During the New Kingdom, Egypt acquired new territory and reached the height of its power. (page 61)
- Akhenaton tried to change Egypt's religion, while Tutankhamen is famous for the treasures found in his tomb. (page 64)
- Under Ramses II, Egypt regained territory and built great temples, but the empire fell by 1150 B.C. (page 65)

Section 4 The Civilization of Kush

Vocabulary
 savanna

Focusing on the Main Ideas

- To the south of Egypt, the Nubians settled in farming villages and became strong warriors. (page 69)
- The people of Kush devoted themselves to ironworking and grew wealthy from trade. (page 70)

73

Egyptian National Museum, Cairo/SuperStock

CHAPTER 2 REVIEW

PREVIEW/REVIEW

Vocabulary Activity Have students write incomplete sentences in which they omit the definition of each vocabulary term. Tell students to exchange sentences and devise definitions based on context clues.

Vocabulary PuzzleMaker CD-ROM

Interactive Tutor Self-Assessment CD-ROM

CONDENSE

Chapter 2 Guided Reading Activities

StudentWorks Plus™ CD-ROM (with Audio Program)

RETEACH

Differentiated Instruction Activity 2

Chapter 2 Reading Essentials and Study Guide

CHAPTER CULMINATING ACTIVITY

Have students finish the Chapter Culminating Activity from page 34D.

Suggestions for rubrics may be found in the *Quizzes, Tests, and Authentic Assessment (with Rubrics)* booklet.

Reading Strategy

READ TO WRITE

Taking Notes Tell students to design a chart with these two heads—Column 1: "Ways Geography Shaped Egypt," and Column 2: "Ways Egyptians Shaped Geography." Have them record examples that fit under each head. Use the following rubric for assessment.

- **L1** students should have at least two examples in Column 1 and at least one example in Column 2.
- **L2** students should include several examples in each column and exhibit an understanding of how humans interact with the environment.
- **L3** students should think beyond the written text, drawing examples and inferences from information presented in maps and photographs.

**GLENCOE
TECHNOLOGY**

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 2 content.



Available in DVD and VHS

Review Vocabulary

- | | |
|------|------|
| 1. c | 5. e |
| 2. f | 6. g |
| 3. d | 7. b |
| 4. a | |

Review Main Ideas

8. deserts, cataracts in the Nile, delta marshes
9. wealth and power
10. They believed in many gods and goddesses and in an afterlife.
11. in large tombs, often in pyramids
12. It was a time of prosperity, the empire was strong, and advances were made in the arts and architecture.
13. Akhenaton tried to change Egypt's religion. Tutankhamen's tomb was found with many treasures.
14. on the Nile in present-day Sudan
15. Trade and iron gave them superior weapons and better farming tools.

Critical Thinking

16. top: pharaoh and royal family; upper class: priests, army commanders, and nobles; middle class: traders, artisans, shopkeepers, and other skilled workers; lower class: unskilled workers and farmers

Chapter 2

Assessment and Activities

Review Vocabulary

Match the definitions in the second column to the terms in the first column. Write the letter of each definition.

- | | |
|--------------------|--|
| — 1. savanna | a. area of fertile soil at the end of a river |
| — 2. tribute | b. reed plant used to make baskets, rafts, and paper |
| — 3. cataract | c. grassy plain |
| — 4. delta | d. rapids |
| — 5. hieroglyphics | e. Egyptian writing system |
| — 6. pharaoh | f. forced payments |
| — 7. papyrus | g. title for Egyptian leaders |

Review Main Ideas

Section 1 • The Nile Valley

8. What natural barriers protected Egypt from invasion?
9. What factors divided Egyptians into social groups?

Section 2 • Egypt's Old Kingdom

10. What were the Egyptians' religious beliefs?
11. Where did Egyptians of the Old Kingdom bury their pharaohs?

Section 3 • The Egyptian Empire

12. Why was the Middle Kingdom called a golden age?
13. Why are Akhenaton and Tutankhamen well-known?

Section 4 • The Civilization of Kush

14. Where did the Nubians live?
15. What made the Kushites wealthy?

Critical Thinking

16. **Describe** Identify the four social groups in ancient Egypt, and explain who belonged to each group.
17. **Synthesize** How do you think religious leaders reacted to Akhenaton's changes?
18. **Analyze** Do you agree that Egyptian civilization can be called "the Gift of the Nile"? Explain.
19. **Compare** In what ways did Meroë look like an Egyptian city?



Reading Skill Predicting

What Do You Predict?

Read these sentences from page 72.

As Kush declined, another kingdom rose to take its place. The kingdom is called Axum and was located in what is today the country of Ethiopia. Around A.D. 350, the armies of Axum burned Meroë to the ground. You will read more about the kingdom of Axum when you study Africa.

20. Based on what you know about the location of Ethiopia and the culture of Kush and Egypt, predict what the kingdom of Axum might be like. Check your predictions when you read about medieval Africa.

To review this skill, see pages 36–37.



Reading Skill

17. probably resisted because of a loss of power and challenge to belief systems
18. Answers will vary, but most students will note how much Egyptians relied on the Nile.
19. Meroë had small pyramids, a huge temple at the end of a grand avenue lined with sculpture, and decorated walls.

20. Answers will vary. Students may suggest that Axum borrowed from Egypt and Kush, that villages and towns were similar to Kush, and that trade and iron-working were important.

Geography Skills

Study the map below and answer the following questions.

21. **Location** The Nile River delta empties into what body of water?
22. **Movement** Why would ancient Egyptians find it easier to travel north and south than to travel east and west?
23. **Human/Environment Interaction** Why is most farming in ancient Egypt and in present-day Egypt done along the Nile?



Read to Write

24. **Descriptive Writing** Imagine you are an ancient Egyptian pharaoh. You are making plans that your followers will carry out after your death. Describe the types of items you want buried with you in your pyramid. Then explain what people from later centuries will know about you if they find those items.
25. **Using Your FOLDABLES** Use your foldable to describe one of the civilizations from the chapter, including such things as religious life, family life, and contributions. A classmate should identify which civilization you are describing. Then your classmate will describe a civilization, and you will identify it. When you are finished, discuss similarities and differences among the civilizations.

History online

Self-Check Quiz To help prepare for the Chapter Test, visit jag.glencoe.com

Using Technology

26. **Developing Multimedia Presentations** Use the Internet and your local library to find out more about the reign of one of the Egyptian pharaohs. Create a computer slide show presentation that includes details about the pharaoh's reign and life. Include an illustrated time line of significant events.

Linking Past and Present

27. **Organizing Information** Use the Internet and atlases to locate present-day countries that rely heavily on a major river. Make a chart listing the country, the river, the river's length and average depth, and how the people of that country use the river.

Primary Source Analyze

The Greek historian Herodotus noticed that the Nile was different from other rivers.

"The Nile, when it floods, spreads over not only the Delta but parts of what are called Libya and Arabia for two days' journey in either direction, more or less. . . . This that I have mentioned was the subject of my persistent asking why, and also why it is that it is the only river that has no breezes blowing from it."

—Herodotus, *The History*, 2.19

DBQ Document-Based Questions

28. According to Herodotus, how much land does the Nile cover when it floods?
29. What two questions does Herodotus ask about the Nile?

Geography Skills

21. Mediterranean Sea
22. The Nile provided easy north/south travel by boat. Deserts lay east and west.
23. The Nile enriches and waters the soil while the rest of the area is desert.

Read to Write

24. Descriptions and explanations should be based on the examples in the text.
25. **FOLDABLES** Students' foldables should have enough data for students to recognize one another's descriptions.

History online

Have students visit the Web site at jag.glencoe.com to review Chapter 2 and take the **Self-Check Quiz**.

Using Technology

26. Presentations will vary. Students should include significant details about the pharaoh and a detailed time line.

Linking Past and Present

27. Answers will vary but should include all requested details.

Primary Source

28. spreads over the delta and parts of Libya and Arabia for two days' journey in either direction
29. Why does the Nile flood for two days' journey in either direction? Why does it not have breezes blowing from it?

Bonus Question

Ask: Under which of the rulers of Egypt would you have most liked to have lived? Why? (Answers will vary, but students should cite examples of activities or policies that influenced their choice.)